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BLATZ' SECURITY THEORY: A CONCEPTUAL AND EMPIRICAL STUDY

by

© GARNET WILLIAM MILLAR

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Blatz' Security Theory: A Conceptual and Empirical Study submitted by Garnet William Millar in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Educational Psychology.

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This thesis is dedicated to my wife, Shirley, who was a constant source of encouragement and assistance in its preparation and writing. Her cooperative behavior has been a model of the Blatzian mature dependent security to me.

Abstract

The purpose of this study is to examine the theory of security advanced by W. E. Blatz, who was Director of the Institute of Child Study, University of Toronto, from 1925 to 1961, in terms of: (a) a conceptual analysis of psychological security; (b) a comparison of the components of the Blatzian security model with those advanced by other selected prominent personality theorists; (c) the contributions of Blatz in the development of Canadian psychology and early childhood education, noting its relevance to the 1970's; (d) the relation of psychological security to conceptions of mental health; and (e) an empirical investigation of the stability of security scores on a test constructed by Grapko within the Blatzian frame of reference, supplemented by four case studies.

The findings of the conceptual analysis indicated that security theory is both a description and prescription of how people act and feel in their particular social-political milieu. Key concepts of security theory discussed are: Learning, Consciousness, Decision Making, Consequences, and Patterns of Security Development.

Blatz' security theory is compared to the theoretical formulations advanced by the following personality theorists: Freud, Adler Sullivan, Erikson, Piaget, Kohlberg, and Dabrowski. It was found that Blatz' security theory was very similar to other theoretical formulations. Security theory emphasized positive growth. Conceptual commonalities are emphasized, while some differences are noted.

Psychological security is related to conceptions of mental health. Definitions and criteria of mental health have been confusing and contradictory. Psychological security is advanced as the integrating principle of mental health.

The 87 students were tested in 1973 on whom security scores from 1967 were available. The tests administered in 1973 were self-rating measures, including a security scale (Grapko) and a motive-related scale (Kagan & Moss). The results lend partial support to the hypothesis that patterns of security development remain stable over a six-year period. Inadequate patterns of security development (i.e., immature dependent security, deputy agents, and insecurity) in childhood are particularly predictive of related security behavior in adolescence. The expected relationship between high pupil security and consistency scores in Grades 5 and 6 and high achievement in Grades 11 and 12 did not materialize. Some sex differences regarding stability of security occurred. Boys showed more stability of security behavior than girls. The motives in the Kagan and Moss rating scale added some clarification to security variables. The four case studies traced and illustrated stability of security development over a 7½-year period. The findings are discussed in relation to: (a) predictive validation of the Institute of Child Study Security Test--The Story of Jimmy, (b) educational intervention programs, (c) clarification of the concept of security, (d) sex differences, and (e) future research.

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CHAPTER I

Introduction

Mental health has been the focus of the professional's attention for several decades. Whether physician, psychologist, or pedagogue, the concern has been with the mental health of the patient, client, or student. The meaning, criteria, and measurement of mental health have been a moot question with little conceptual consensus. A concept to integrate the confused state of mental health is necessary.

The present study was an attempt to examine and analyze a theory which purports to describe and evaluate mental health. The theory of human personality espoused by W. E. Blatz is considered to be the integrating principle of mental health (Grapko, 1953). The theory states that the willingness, or lack of willingness, to accept the consequences of one's decisions and actions is an indication of the person's mental health (Blatz, 1966). Serenity is the conscious feeling accompanying willingness, while anxiety is the conscious correlate of unwillingness to accept the consequences of one's decisions and actions. The investigator examined Blatz' theory of human security in terms of its conceptual parameters. An analytical method devised by Mead (1974) was used in the conceptual analysis of Blatz' security theory. The similarity of Blatz' security theory to other selected personality theories is made. Further clarification of the definition and criteria of mental health is attempted. A number of tests (Ainsworth & Ainsworth, 1958; Flint, 1974; Grapko, 1953, 1957) have attempted to obtain a measure of psychological security.

The second purpose of the present study was to determine empirically the stability of patterns of security development in school-age children over a six-year period. A longitudinal study was conducted in a school system using 87 students. Two tests--the Institute of Child Study Security Test - The Story of Jimmy (Grapko, 1957), and the Institute of Child Study Personality Scale (Grapko, 1953)-- both reflecting a measure of psychological security, were used to obtain a pattern of security development.

Longitudinal studies related to the stability or consistency of personality over time are numerous (Bloom, 1964; Kagan & Moss, 1962; Peck & Havighurst, 1960; Stone & Ongué, 1959). However, the present investigation is the first longitudinal study regarding the stability of psychological security, in the Blatzian sense, over time. Also included are four selected case studies (2 girls and 2 boys) that serve to illustrate the stability of patterns of security development through the school age period.

Analysis of data involved a comparison of security scores at Grades 5 and 6 with security scores of the same individuals in Grades 11 and 12. The relation of the security development of the sample with a scale designed by Kagan and Moss (1962) to reflect behavior motives is analyzed. The pattern of security development of the sample in Grades 5 and 6 is compared with their school achievement in English and Mathematics in Grades 11 and 12. Accordingly, it is expected that ideal security status will be significantly related to high academic achievement. Adequate self-concept has been found in earlier studies to be significantly related to school achievement (Caplin, 1969; Purkey, 1970; Wattenberg & Clifford, 1964).

The chapters to follow are divided into two parts. Part A deals with the theoretical analyses of mental health, with particular emphasis on Blatz' security theory and his contributions to Canadian psychology. Part B deals with the empirical analyses of the stability of patterns of security in school-age children. The appendices include: (a) subject data; (b) technical information of the test instruments; (c) statistical data on the test instruments derived from the present empirical study; (d) case study instruments and interview questions, as well as actual interview transcripts and TAT protocols; (e) autobiographies of case study subjects; and (f) a tribute to Dr. Blatz.

Part A

Theoretical Analysis

CHAPTER II

Analysis of Security Theory

This chapter will analyze and trace (a) the conceptual parameters of security theory; (b) the relation of selected personality theorists to mental health and security theory; (c) the early influences on and genesis of Blatz' security theory; and (d) the contributions of Dr. W. E. Blatz to Canadian psychology.

Conceptual Analysis of Psychological Security

Mead (1974) analyzed the concept mental health to reveal some fallacious thinking. Her thesis discussed the illogical reasoning of four criteria of mental health, namely, naturalness, rationality, correct reality perception, and normality. The salient point of her thesis relevant to the present study is the notion that mental health is not a concept of health per se but rather it is a social or political concept. It is important to keep in mind that the understanding of human security as a mental health theory reflects a social-political frame of reference.

Blatz' theory is both a description and presciption of how people act and feel in their specific social-political milieu. An individual's behavior is described as being characterized by one or more of the five security categories which are discussed on page 19.

The so-called description of the healthy personality are not descriptions of health at all; they are social and political prescriptions of conduct which will vary from culture to culture. No human conduct bears the stigma of deviance or mental illness unless there is a dominant group that labels it as such (Charover, 1973).

Therefore, security theory is both descriptive of a person's behavior and prescriptive of desirable behavior patterns. In security theory, independent security and mature dependent security in the various areas of life (social intimacies, vocation, avocation, and philosophy) are considered to be the important components of mental health. Inherent in most concepts of mental health is an optimal level of condition (i.e., happiness and serenity). It is rare to find an individual who is both "independently secure and mature dependently secure" in all areas of life. However, one should strive for these conditions.

Conceptual parameters of Blatz' theory of human security

The definition and criteria of mental health have historically been confusing and contradictory. The theory of human security espoused by W. E. Blatz (1966) is an effort to effect "closure" or convergence on the notion of mental health. The heuristic component of the theory cannot be overlooked. Many theses have been written to test out various aspects of the theory. Human security is defined as a conscious state that accompanies a willingness to accept the consequences of one's decisions and actions.

Analysis of the key concepts of security theory includes Blatz' notion of learning, the role of consciousness in explaining behavior, the nature of decision making, the importance of accepting consequences, the development of emancipation and regression, and a description of five security categories. Finally, the scope of security theory is presented (i.e., its pervasive, inclusive, and practical application).

Learning. Crucial in the child's personality development in Blatz' security theory is the concept of learning. Other theories of personality development rely on ages and stages to describe and prescribe acceptable and expected behavior (Dusek, 1974). The role of learning is the indispensable factor in the child's acquisition of skills and knowledge, and, hence, growth toward a secure state. A brief description of Blatz' notion of learning is important in understanding security theory.

Learning takes place only when there is some interaction between the child and the environment. Learning is a conscious process. The result of learning can be observed, measured, and described. It implies a change in behavior. The ability to learn depends upon and is modified by three essential factors: motivation, capacity, and persistence (Blatz, 1944). Simply, a child will learn when he wants to, when he is capable, and if he puts forth effort.

Motivation is provided for by the teacher and the child. The child will learn when he is placed in an environment rich in ideas and materials. A teacher who can provide this environment is said to be inspirational. However, the choice (decision) whether the child will learn or not learn is left to him. He must make that decision and accept the consequences. Blatz coined the phrase, "You can lead a youth to culture, but you can't make him think."

The fact that children vary in capacity (intelligence and personality) is well recognized among parents and educators today. Teachers and parents are encouraged to consider variation among children and to encourage each child according to their capacity.

Persistence or expended effort is dependent upon the meaningfulness of the goal. If children see no reason or sense in learning, then all teaching is futile. However, a good attitude for learning is the key to efficient and effective learning. Effort should not be directed toward some reward goal,such as,a prestigious award, or some material "bait".

The three conditions of learning, i.e., motivation, capacity, and persistence, are fundamental to a child's security development. If the child is willing to accept the consequences of his actions and decisions, he is secure. The conscious correlate of this state is serenity. However, if the child is not willing to accept the consequences of his actions and decisions, he is insecure. The conscious correlate of this state is anxiety. Hence, learning develops a pattern in children of making decisions and accepting their consequences. Learning is a conscious process.

Consciousness. There are two sides to the picture of mental health: (a) how the person appears to other people, and (b) how he inwardly feels himself. Patterns of behavior characterized by bitterness, jealousy, misery, and meanness are learned. Mental health workers are interested not only in preventing these anti-social behaviors, but in promoting positive qualities of cooperation kindliness, consideration, and concrete achievement. These, too, are learned. All people should aspire for the positive qualities, but how is this to be accomplished?

A person who is mentally healthy must not only act as such, but he must feel as such. Blatz (1966) states that when a person is willing to accept the consequences of his actions, he is healthy. When he is acting in this fashion, he feels healthy. Such an individual is said to be secure and to feel serene. The important point is that one try to attain security and, thereby, enjoy serenity.

Blatz felt strongly about the unconscious. At every opportunity, he would provide his complement to the unconscious--the conscious. Blatz rejected the unconscious as a viable way of explaining behavior because it cannot be seen or examined directly. He has accepted it as a force directing human activity in a diabolic fashion. Blatz compared it to electricity capable of dangerous, violent outbreaks, or to the submerged, murky portion of the iceberg. According to Blatz (1966), the unconscious was used as a scapegoat for unacceptable behavior and actions. The investigator recognizes Blatz' position regarding the unconscious, but, also, he realizes the significance of the unconscious in understanding human behavior.

Any explanation of human behavior should be derived from a background of observable data (Blatz, 1944). Consciousness is difficult to define precisely, for it is an esoteric, yet commonplace, phenomenon. Blatz drew upon the notions of Locke and James in defining consciousness. Locke thought of consciousness as a wax plate upon which experiences received via the senses were written, while James likened it to a marble rolling under a carpet in a continuous stream. More recently, consciousness has been compared with a filing cabinet or tape recorder. The stuff of consciousness is immediately known: seeing, feeling, moving, wondering, wishing and wanting.

Consciousness is usually defined as immediate awareness (i.e., awareness of the immediate surrounding, including oneself through the body's sensory apparatus). A description of consciousness involves sensations, needs, wants, strivings, feelings, attending, and choosing--all at the same time.

As far as what consciousness looks like, the analogy of a jerky movie film passing through a projector seems best. Each picture in the filmstrip is shown momentarily, only to be replaced by the next picture. Therefore, the moments of consciousness succeed each other and occupy time. Consciousness is made up of three moments: the one just passed, the immediate one, and the one anticipated in the future. Learning and intelligence depend upon the three moments of consciousness. At all times, the moments are "filled" with content. An individual selects this content from a greater "reservoir" of information.

The future is an important aspect of consciousness. Projection of an anticipated experience is part of the conscious state. The present state is so fleeting while the past is gone.

The conscious state not only involves the person's environment and present body state, but also there is an impact of the involuntary nervous system. The precise influence of this impact is a matter of conjecture.

The basis for intelligent behavior (which is a conscious state) is the ability to discriminate sensory data, classify, interpret, and recall them when necessary to achieve a goal. The observable outcome of behavior has become the subject matter of most scientific psychology.

Consciousness need not be tied only to the physical world for its content; imagination also is a possible source of consciousness. Imagination can be an outlet to escape an unpleasant situation. From a sensory experience basis, the child develops percepts and concepts of his world. Concepts are a shorthand method of classification.

The human being asks questions about himself and his environment because he is conscious. The questions arise in time sequence with increasing age. They are: "Which?, When?, Where?, What?, Who?, How?, and Why?." The individual answers these questions from his experience. The act of selection is an important aspect of psychological security, for selection means making decisions.

Decision making. Every moment of consciousness is a decision-making episode (Blatz, 1958). Decision making is a conscious process of selection from various alternatives followed by action. A child learning to walk is highly conscious of his selection of specific actions that make up the complex act of walking.

In all acts of decision making, there are the following seven conscious steps: (a) motive, (b) goal, (c) preparation for decision, (d) decision, (e) action, (f) consequences of action, and (g) dealing with consequences (Blatz, 1958). For example, a child at a candy counter in a store might select the candy quickly and pay the clerk. In the example, the child (a) was hungry, (b) wanted some candy, (c) judged that there were no candies of equal appeal, (d) decided on the selection of candy, (e) took the candy and paid for it, (f) ate it, and (g) enjoyed it as anticipated.

Blatz (1958) described ten variables involved in decision making. These variables outlined by Blatz for heuristic purposes involve continua in two main divisions: decisions and consequences.

An individual's ability to make decisions is a reflection of his skill and efficiency. However, an individual's willingness to accept the consequence is far more significant in terms of one's mental health. A person makes decisions in terms of his goal (not the group's goal) with the hoped for consequence of reaching that goal. Recognized progress towards his goal is the individual's evaluation of the appropriateness of his decision(s). Problems arise when goals are different. In school, for example, a child may "act out" to gain attention or to be expelled from school, whereas the teacher's goal is to have the child learn his lessons.

The role of authorities in decision making is important for some people. Authorities may take the form of a book, a demonstration, a friend, or an expert. They act as dependent agents. If one expects the authorities to provide what consequences one might expect, they are considered mature agents. However, if one accepts the "advice" from someone and blames that person if the advice is not sound, then that person is using the authority as an immature dependent agent.

Consequences following a decision are difficult to study. One can never be 100% accurate in determining what the events after a decision will be. However, one can follow up decisions with actions that make the decisions turn out right, provided, of course, that the decision is recoverable. Imagine jumping from a building and deciding on the way down that you wish to change your mind! In choosing a career, a home, a car, or a friend, one can never anticipate the consequences correctly. But what a person does to justify his choice is the important thing.

Decision making assumes that consequences of that action will follow.

Consequences. Consequences are considered to be the crux of Blatz' security theory. Carr's notion of sensory consequences greatly influenced Blatz.

A consequence is an event that accompanies or directly follows an antecedent event (two moments in consciousness that follow each other immediately). Consequences, also, involve how an individual feels about a particular act , i.e., whether he feels satisfied or dissatisfied .

Carr (1925) was Blatz' teacher at the University of Chicago. Carr's notion of sensory consequences is evident in Blatz' understanding of consequences. Immediate sensory consequences of an act determine whether it shall be repeated or not. If the sensory consequences are distasteful in any way, that act will be replaced by one in which the sensory consequences are more pleasing. Blatz (1928) used the following example: a child is presented with a burning candle. The bright light appeals to the child who is attracted by it. He reaches for it to make it a more permanent part of his environment. In reaching, he grasps the flame and burns himself. He quickly withdraws his hand because of the sensory consequences. He still wishes the appealing light of the candle.

He reaches again with the same result! By chance, later, he touches the wax below the flame and realizes that by grasping the wax he may avoid the unpleasant consequences of burning, and still enjoy the brightness of the flame. This whole act of avoiding fire is learned quite readily by the average child.

Carr outlines four attributes of sensory consequences that make rapid and efficient learning possible. Blatz applied them to the management of children. The four attributes of sensory consequences are: immediacy, inevitability, invariability, and compatibility. In the example above, the burning pain follows immediately upon the child putting his hand in the flame; is an inevitable consequence of doing so; is always invariable (i.e., always a burning sensation, never a vicarious imagination of burning; and the seriousness of burn is compatible with length of time the hand is kept in the flame. Blatz used these attributes of sensory consequences to explain the futility of corporal punishment.

A child learns of consequences that have inevitable sequence (e.g., food satisfies hunger) and inconsistent consequences (e.g., crying does not always gratify a want). Individuals seek to understand their environment by cause and effect. Hence, the notion of consequences is developed. Classifying consequences as desirable and undesirable occurs. The individual will arrange as much as possible his environment to ensure the occurrence of desirable consequences. If an individual is willing to accept the consequences of rearranging antecedent events, he ultimately will assure a desirable consequence. For example, if an individual wishes to play racquet ball well, in consequence he must spend many hours practising. He is willing to accept the consequence of many hours of practice in order to achieve an important individual goal. In this way, a child learns that consequences, no matter what they may turn out to be, must be accepted and made the best of. It is the handling of unpredictable, arbitrary consequences that inevitably lead to the development of security. Therefore, the consequences of new actions can be classified into two categories: (a) those which are accepted (and made the best of), and (b) those which are avoided (at any cost). Level of aspiration, motivation and social expectancy (Grapko, 1960) appear to be important factors in the individual's acceptance or rejection of consequences.

This discussion leads to the crux of psychological security theory: (a) A person willing to accept the consequences of his actions (decisions) without equivocation is said to be secure. The conscious state accompanying this pattern is serenity. (b) Conversely, a person who tries to avoid the consequences of his actions (decisions) is insecure. He is no longer at peace (serene) with himself, but is confused (anxious).

Therefore, a mentally healthy person is secure. An insecure person is in a state of mental ill health. The degree of illness is determined by amount and intensity of avoidance behavior.

The significance of the learner's knowledge of consequences was empirically demonstrated by Long (1936). She tested some 173 children between the ages of 5 and 12 in public schools and experimental schools (St. George's school and Windy Ridge School, Toronto, Ontario). Questions were formulated that called for verbal responses of possible consequences (e.g., If Jack.., what might happen?). Consequences immediate and remote were recorded for each situation. The results indicate that the number of recorded consequences increases with age. Also, with increasing age, the pattern of consequences moves from immediate, selfish, and physical toward more remote, altruistic, and social consequences. In the study, the experimental school was superior to the public school by approximately one grade year.

Theoretically, the evidence of the study supports an educational technique whereby the individual is permitted to anticipate consequences through his own experiences rather than have teachers provide consequences for the child. It follows, then, that the important factor in any learning program is not recency, frequency, or intensity, nor the effect of annoyers or satisfiers, but rather the significance which an individual places upon the consequences of an act.

Dinkmeyer and Carlson (1973) relate reinforcement and behavior change to the concept of consequences. The behavioral approach examines observable behavior and the consequences of that behavior. Sulzer, Mayer, and Cody (1968) discuss four methods of effecting consequences. The methods are: extinction, satiation, time-out, and reinforcement of incompatible behaviors. Kennedy (1968) discusses the reinforcement of consequences to motivate learning, while Krumboltz (1966), in counseling, reinforces the appropriate observable consequences of the client's behavior to help him reach his goal. Dinkmeyer and Carlson (1973), in outlining their understanding of behavior, stress that the significance of behavior lies in its consequences. Therefore, it is important to note the results (feeling and reaction(s)) of a transaction. This can be accomplished via observation and interviews.

Pribram (1964) states that reinforcers are truly the consequences of actions (sequences of events occurring in context). Reinforcement is the expression of an organism's tendency toward orderliness, and satisfaction occurs when a degree of orderliness has been achieved. During learning,reinforcers act as instructions. Therefore, consequences become instructive to the maintenance of a behavior. If a student studies earnestly for an examination and, consequently, does well, the consequence is instructive for future related behavior.

Emancipation and regression--maturity and immaturity. To understand the security theory, one must understand the process of "cutting the apron strings" and the regressive clinging to a dependent agent. These types of behavior are termed emancipation and regression, respectively. Davis (1966) uses the concept of emancipation, or the growth of individual independence, as the guiding principle of development in her analysis of seven children studied over a 20-year period at the Institute of Child Study. Specifically, the child/mother relationship is viewed as crucial in the child's growth of independence (Ainsworth, 1964). More recently, the important role of the father in the early development of the child has been examined (Tari, 1971). Let us examine emancipation and regression in terms of how they apply to people via the spectacles of security theory.

Emancipation. The growth of independence operates in various areas of a person's life; namely, personal care, use of money, school, family, activities, and social life. In our society, a child has a certain length of time to become emancipated or mature. According to security theory, he is replacing his dependence upon parents by substituting other means of gaining and maintaining security and serenity. Maturation as a biological phenomenon is fundamentally important in the degree of emancipation. Effort and learning are also important components in the degree and speed of emancipation. Agents for one's immature dependency should not be considered unimportant. The nurturance of parents, school, and social organizations (cubs, scouts, athletic teams) are important for the desired growth toward independent security and mature dependent security in various areas of life.

Regression. When one finds himself in a novel situation that is overwhelming, he may regress to the security and serenity of a familiar and dependent agent or situation. For example, an overprotected child may have difficulty cooperating with other children in play activities and decides to regress to his dependent agent--mother. The degree of novelty and newness that one can accept without regression becomes an enduring part of one's personality.

Regression is a psychological "safety valve" that is an important phenomenon in the individual's attempts to adapt to the changing environment. However, if an individual when faced with an insecure situation continually regresses to a lower form of security and uses"deputy agents,"then he is developing a personality pattern that is not conducive to mental health.

Key behavior patterns of human security. The five categories of security patterns that are used in security theory to describe individual behavior will be briefly stated with an appropriate educational example.

1. Immature dependent security (dependent upon parents) is the earliest type of security development (i.e., during infancy and early childhood). The young child who is secure and serene in this state is completely dependent upon the parent(s) to make de-

cisions for him (one-way dependence). Consistency of training on the agent's part is vitally important for the child's development of early security (i.e., immature dependent security).

2. Mature dependent security (dependent on contemporaries) is a later form of security that develops when the child learns a mutual dependency with another individual. It develops as the child realizes that his contemporaries can gratify his needs and contribute to his security and feeling of serenity, in addition to his parents. The second decade of a child's life is a complicated process of working out these reciprocal relationships (socialization). Authority and serious competition have no role in a mutual relationship. Trust and familiarity are the two important factors in maintaining mature dependent security. Marriage is a good example of a mature dependent security state.

3. Independent security (dependent upon self) develops when a person is willing to accept the consequences of his actions without trying to avoid them in any way, and without dependence on anyone (including "mom and dad") to accept them for him. The only way to become independently secure is by handling insecurity competently. One acquires skill and knowledge by accepting the challenge of insecurity and expending effort to deal with it. Competence leads to independence and further effort. The construct of learning discussed earlier is of vital importance to the degree of independent

security. If a child wants to learn, has the capacity to learn, and is willing to expend the necessary effort to learn, then skill mastery is inevitable--which leads to independent security. It is rare indeed to find an individual independently secure in all areas of life. Blatz (1934) adroitly writes, "I do not know of anyone who has achieved that goal of absolute independence" (p. 4).

4. Deputy agents, or pseudo security, is a form of avoiding a situation that is overwhelming (anxiety producing) for the individual. They are compensatory techniques. Some common forms of deputy agents are lying, stealing, blaming, day-dreaming, hiding, and boasting. An individual, in his efforts to deal with a situation, may avoid the real consequence temporarily. All people in growing up depend upon a deputy agent when faced with insecure situations. However, if their use persists, a person's mental health is in jeopardy. There are four forms of deputy agents that, when used with insight, lead to independent security. They are: postponement (judgment), reinterpretation (reasoning), redirection (conscience), and denial (sense of proportion). When these forms of deputy agents are taken to extremes, procrastination, delusions of grandeur, accusation, and amnesia can result, which are self-debilitating.

5. Insecurity is a state of mind which accompanies an individual's inability to make decisions and/or his unwillingness to ac-

cept the consequences of them. The feeling that accompanies insecurity is anxiety (confusion). Life situations that are novel produce anxiety and insecurity. For example, a child first learning to walk is insecure and often regresses to a secure position (sitting). Throughout a life time numerous decisions that are novel and anxiety producing must be made which lead to a state of security and a feeling of calm. Potential decisions that a child has to make in his lifetime include riding a bicycle, skating, dancing, calling for the first date, choosing a vocation, proposing marriage, counseling the first client, and teaching the first class. Anxiety ends when a decision is made. However, if one chronically avoids the consequences of the decision, then insecurity characterizes one's behavior pattern and is not conducive to mental well-being. Natural hazards and other crises inevitably produce an insecure state in people; however, the learned pattern of response will determine their reaction. The true signature of maturity and mental health is the person who is willing to accept the inevitability of insecurity and to deal with it by some meditated action.

Consider the following school example to illustrate the patterns of security development. Bill, a Grade 4 pupil, is given a sheet of multiplication questions to complete. Depending upon the degree of skill Bill possesses regarding the multiplication operation , prior success, and motivation, he could manifest five behaviors in dealing with this school task. (a) Bill may complete the questions correctly using his own efforts. He is displaying independent security in regards to this aspect of arithmetic because he can apply his knowledge of the multiplication facts. (b) Bill may complete the questions with the help of a classmate; they must share in the consequences of their combined efforts. In this example, Bill would be displaying mature dependent security. (c) Bill may ask to take the work sheet home so that his mother and/or father could do it for him. Bill feels that he is unable to do the work and relies upon his parents to complete it for him. This is an example of immature dependent security, which implies lack of necessary skills. (d) Bill may make excuses that he is too tired, can't read the numerals, or didn't hear, or forgot the teacher's directions and instructions, so he does not complete the questions. "Psychological shuffles" such as this are used when a pupil is not able to accept the consequences of his decisions. (e) Bill may simply throw his hands up in utter despair and begin to cry. He does not know "how to do the questions" because he lacks the necessary skills or capacity, or will not expend the effort required. This is known as insecurity.

All-pervasive, all-inclusive nature of security theory. The above example illustrates a possible security profile in one area of life (i.e., school). Interpretation of security, according to Blatz, is all-pervasive and all-inclusive. It is all-pervasive in that the security schema can be applied to all societies, not merely our own. In Ethiopia, for example, the security profile for a mentally healthy person will differ from a Canadian profile because of social and political differences. In Canada, our societal structure encourages immature dependent security in infants and small children. However, because Ethiopian culture is adult-oriented, infants and young children are expected to "make it on their own" with little help from their parents (Haile, 1972). This forced independence, results in a high mortality rate in infancy and in many young street beggars!

The all-inclusive nature of security theory refers to interpreting an individual's pattern of security in all areas of his life that involve adjustment; namely, familial, extra-familial avocational, vocational, and philosophical (religious).

Practical applications of security theory.

1. Clinical application. Blatz used the notion of security as a framework for his own clinical practice. It was his unequivocal belief that people seeking help either did not make decisions or, if they could, they could not accept the consequences of them. They came to therapy because they felt insecure in some area of life. He viewed counseling as a process of getting at the client's problem(s) and providing alternative approaches and forecast the possible consequences. Therefore, a counselor should act as a mature

dependent agent for the client who, in turn, must make a decision and accept the consequences. According to Northway (Note 3), one of Blatz' main contributions was the help he provided people in "clarifying muddled, muddy thinking" and to help clients "get going" in dealing with personal problems. Blatz had an optimistic conviction of the potentialities of human beings. His abiding memorial is the people who associated with him, whether child, parent, student, or colleague.

It is useful to determine with the client what areas of life he is using his independent and mature dependent security successfully, to ascertain what deputy agents he uses, and to find out where he has regressed to immature dependency. An analysis of behavioral functioning in the areas of life will determine the source of anxiety (insecurity). An individual should capitalize on his independent and mature dependent areas of functioning in making decisions and accepting the consequences. Therefore, security theory provides a frame of reference by which man's potentiality may be clarified for both client and clinician. Security theory, in counseling, is similar to Ellis' (1963) Rational Emotive Therapy and Glasser's (1965) Reality Therapy.

2. Educational application. Blatz (1973) relates his theory of security, not to school curricula, but rather to the process of learning in and out of school. Making decisions and accepting the

consequences is a matter of learning and should form the core and basis of all curricula. The basic skills of our symbol system (letters and numbers)--the three R's--are important for living in our society. It matters little if a child takes flute lessons or photography during the school day. What is important is that the child learns to make decisions and accept the consequences. Also, failure as an inevitable aspect of learning is important. The child must learn to deal with it to further his personal development. Stress should be placed on achieving rather than achievement. The need for competition should be eliminated as each individual is unique in readiness, capacity, motivation, and persistence, and should not be compared with the achieving of others.

Summary statement. The five categories of security in the various areas of life are superimposed upon the social-political structure and on-going generation. It is in this social-political matrix that consciousness, learning, decision making, and acceptance of consequences are uniquely integrated to give expression to an individual's security state. Figure 1, (P.27) depicts the conceptual parameters of security theory.

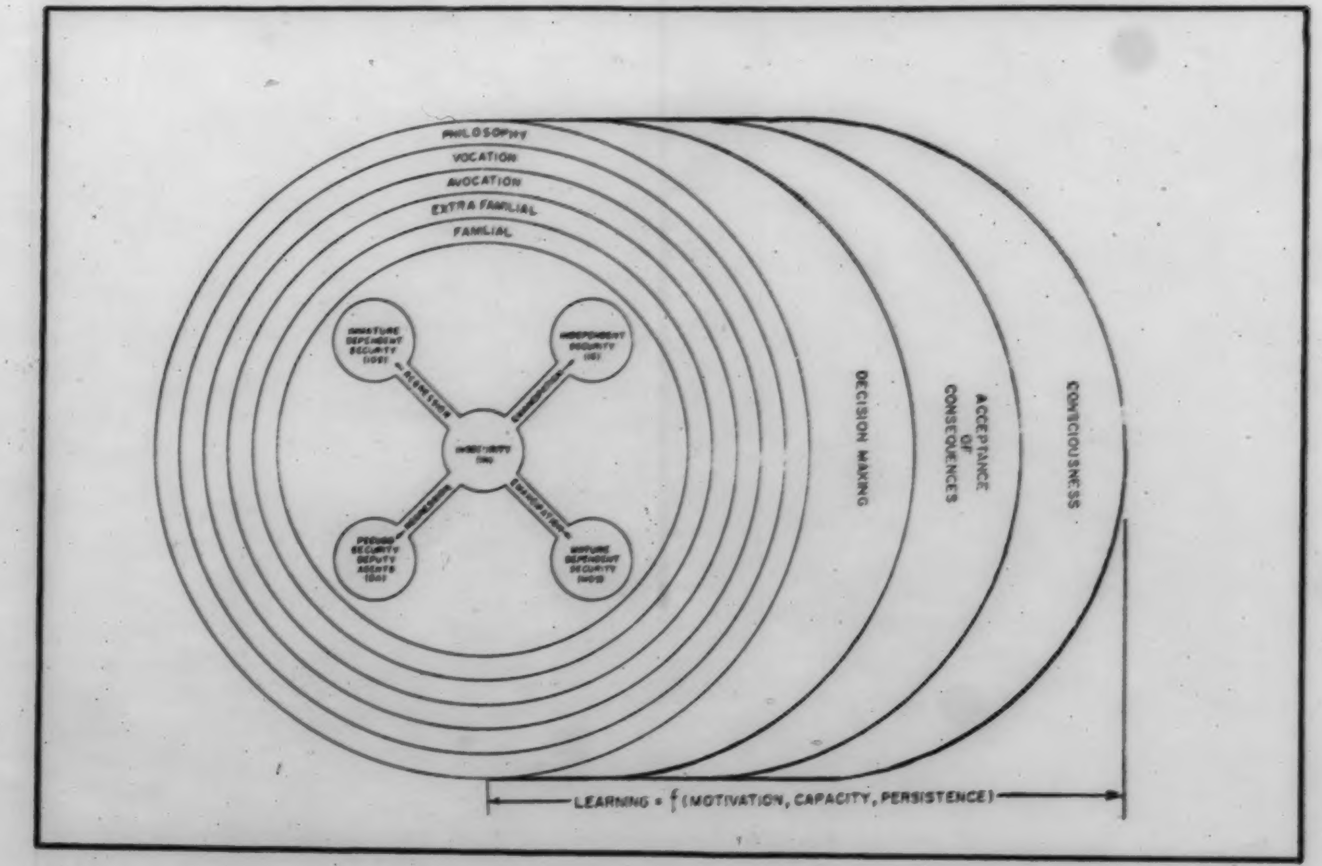
CONSCIOUSNESS
ACCEPTANCE OF CONSEQUENCES
DECISION MAKING
PHILOSOPHY
VOCATION
AVOCATION
EXTRA FAMILIAL
FAMILIAL
IMMATURE DEPENDENT SECURITY (IDS)
INDEPENDENT SECURITY (IS)
INSECURITY (IN)
PSEUDO SECURITY DEPUTY AGENTS (DA)
MATURE DEPENDENT SECURITY (MDS)
REGRESSION
LEARNING = f (MOTIVATION, CAPACITY, PERSISTENCE)

Figure 1. Conceptual parameters of security theory in the social-political structure.

The Relation of Selected Personality Theorists to Mental Health and to Security Theory

The need to place or "fit" Blatz' security theory in relation to the personality theories espoused by popular developmentalists has been stressed (Wright, 1974; Note 4). Blatz, himself, did not relate his views to other systems of psychology and education. Perhaps he felt that reference to other systems would interfere with his own systematic development of the theory (Grapko, Note 5). The writer feels that it is necessary to analyze Blatz' theory in relation to the theoretical positions of commonly known personality theorists (Adler, Dabrowski, Erikson, Freud, Kohlberg, Maslow, Piaget, and Sullivan).

The similarities of the above theories of personality to Blatz' security theory, depicted in Figure 2, will be attempted. While mental health is not explicitly stated in many personality theories, it can be implicitly traced in the theoretical formulation. Briefly, Blatz (1966) proposed the concept of "security" as man's basic life goal and as the integrating concept of mental health. He has been identified as a cognitive developmentalist (Wright, 1974; Ainsworth, Note 2). His security theory was a blend of influences from both American and European sources, reflecting a functionalist bias and a focus on cognitive variables.

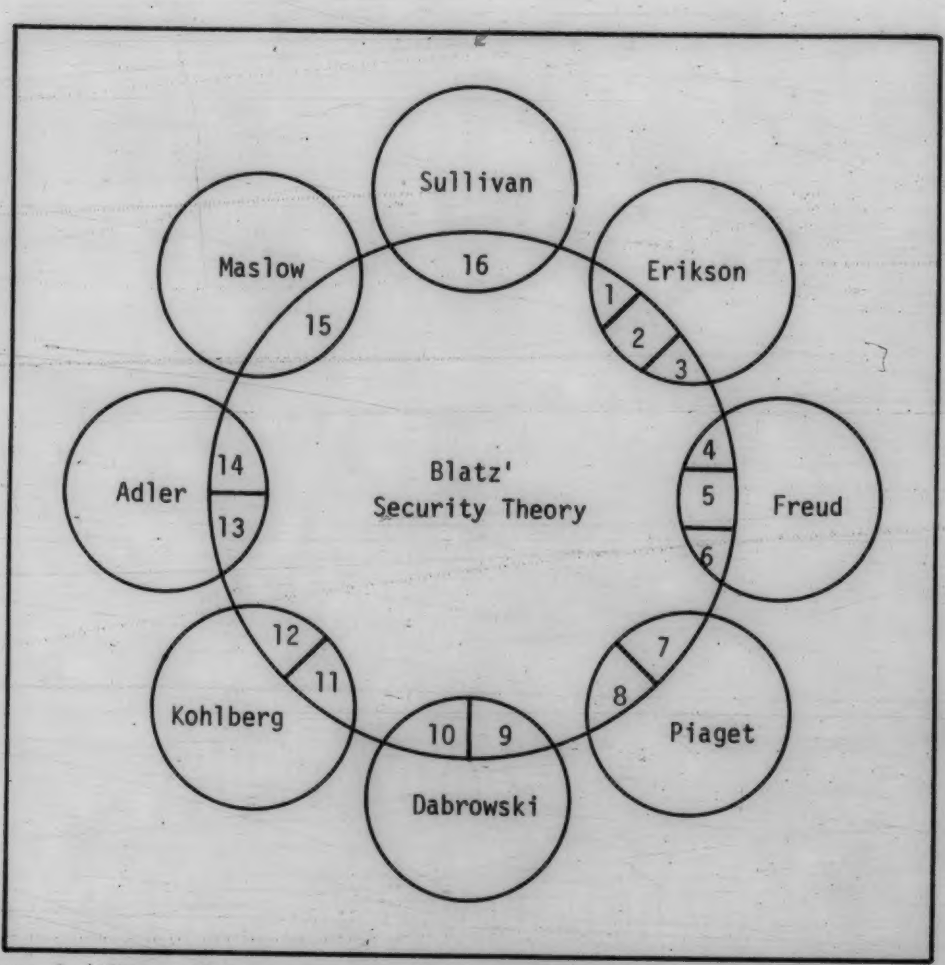

Figure 2. Venn diagram showing the relationship of selected personality theories with Blatz' security theory: Some conceptual commonalities.

Note. Numerals represent conceptual similarities. They are as follows: 1 = Trust (Immature Dependent Security); 2 = Autonomy and Identity (Independent Security); 3 = Senses of Duty and Accomplishment, Intimacy, Integrity (Mature Dependent Security); 4 = Defense Mechanisms (Deputy Agents); 5 = Fixation; 6 = Critical Period; 7 = Active Agent in Environment; 8 = Divergent Thinking (Flexibility); 9 = Importance of Anxiety to Personal Growth (Security is attained through Insecurity); 10 = Level II Emotional Development--overdependence upon others (Immature Dependent Security); 11 = Moral Reasoning (Deputy Agents--likelihood of good conscience development); 12 = Cognitive and Social Influence on Development; 13 = Style of Life (Security Behavior Pattern); 14 = Competence Development (Independent and Mature Dependent Security); 15 = Self Actualized Man (Independent in all areas of life); 16 = Interpersonal Skills (Mature Dependent Security)

The inevitability of insecurity in life is well documented. Existential theory asks the basic question, "Does man have the courage to be?" All people are aware of their ultimate physical death and suffer existential anxiety and despair. If a person acknowledges his freedom and responsibilities and has the courage to live, then he is secure (i.e., free from anxiety and despair in regard to his human condition).

Watts (1968), in his book The Wisdom of Insecurity, analyzes the backward law (when you hold your breath you must lose it) in relation to man's search for psychological security. The world is impermanent and ever changeful, and, therefore, insecurity is a natural feeling. Watts (1968) succinctly states that "our life is a spark of light between one eternal darkness and another" (p. 13). "The notion of security is based on the feeling that there is something within us which is permanent, something which endures through all the days and changes of life. We are struggling to make sure of the permanence, continuity, and safety of this enduring core, this centre and soul of our being which we call 'I'" (pp. 80-81).

Blatz realized the inevitability of insecurity in our world and the necessity and importance of handling insecurity as the only means of attaining psychological security in the various areas of life, even if they are superimposed upon a fragile existence.

In Freudian terms, it may be implied that the healthy personality would be characterized by the following: (a) gratification of some basic urges to love-objects, others sublimated; (b) harmonious balance among id, ego, superego, and external reality; (c) constructive and socially acceptable behavior in all spheres of activity; (d) no regression in any phase of personality to an earlier stage of development; (e) developmental progression through early libidinal fixations to full genitality; and (f) complete resolution of all conflicts (Harsh & Schrickel, 1959).

Whether these criteria of mental health can ever be fully realized by the individual is a moot question. However, they do provide the optimum conditions for mental health in Freudian terms.

Blatz' security theory and Freud's theory of personality have several similarities. As a young man, Blatz read the entire works of Freud (in German) and inevitably was influenced by the psychoanalytical theory.

In Freud's formulation of personality development, the first five years of life were critically the most formative in regard to later personality crystallization and development. It was not until the early 1900's that those concerned with the promotion of mental health realized the need to understand the young child. Blatz was the first Canadian to objectively study the young child in a laboratory-nursery school setting. Blatz' book, Understanding the Young Child (1944), is an account of more than 20 years of child study. The writer regards the book as an excellent child psychology text.

Blatz drew heavily on Freud's defense mechanisms. Although Freud postulated that they operated unconsciously, Blatz is clear that deputy agents ("psychological shuffles") are conscious states used to deal with novel and anxiety-producing situations. It is most interesting to note that McLeish's (1973) classification of Freud's defense mechanism is unusually close to Blatz' methods of dealing with insecurity. McLeish classified the unconscious ego defense mechanism into five broad areas based on similarity of operation. They are: identification, rationalization, displacement, conversion, and denial. Blatz' deputy agents or methods of dealing with insecurity are divided into four broad areas: postponement, reinterpretation, redirection, and denial.

In discussion of emancipation and regression as important components of independence or dependence development, an individual at various times in his security development will have many static periods. Blatz refers to these static periods as fixation. Freud uses the term fixation to refer to psychosexual immaturity (i.e., fixation at an early stage in psychosexual development). In Blatz' schema of personality development, a youngster lacking an average intelligence will be fixated at a dependent security level.

A noted differential between Blatz and Freud would be the importance placed on the conscious and unconscious, respectively. This is reported more fully in the conceptional analyses of Blatz' security theory.

Alfred Adler's writings suggest a major shift in the dynamics of personality. Freud's emphasis was upon sexual expression, whereas Adler believed that the purpose in life is attainment of superiority or power in one's social milieu. The role of inferiority in the personality development of the young child is basic to Adler's theory. He viewed the child as striving to overcome his inferiority in a personal goal-directed manner. Adler (1937) writes:

> This feeling of inferiority is the driving force, the starting point from which every childish striving originates. It determines how this individual child acquires peace and security in life; it determines the very goal of his existence, and prepares the path along which this goal may be reached. (p.70).

Adler further suggests that each individual has unique life goals and a particular manner of attaining them. In this way, each person develops a "style of life" which distinguishes him from others. This life style is the characteristic way a person behaves in a variety of situations.

While a person strives to overcome inferiority feelings and develops power, he is guided by a social conscience (i.e., in accordance with societal norms and expectations).

Neo-Adlerians, such as Dinkmeyer, stress the importance of the self-concept. A well adjusted person understands himself and can vary his expectations to coincide with his capacity (intellectual, social, and emotional). However, poor mental health results from conceiving the self as being highly inferior. The individual aspires to place his self-concept at higher levels which inevitably leads to frustration and failure. Dinkmeyer (1970) has developed a program designed to help children develop a sensitivity to the causal, purposive, and consequential nature of their behavior. Also, Dreikurs and Soltz (1964) and Ginott (1965) advocate methods to deal with children so that positive self-concept results. The importance of accepting the consequences of one's decisions is well recognized by Dinkmeyer and Carlson (1973) as being fundamental to self-concept development and fostering good mental health.

A mentally healthy person in Adlerian terms would display the following characteristics: (a) an adequate resolution of inferiority feelings (with parental assistance, peer help, and self-understanding); (b) a realistic striving for mastery within societal norms and expectations; (c) achievement of security and social feeling; (d) development of a style of life that permits fulfillment of major goals; and (e) good self-concept (i.e., concept of what a person is and what he thinks he is, ought to coincide).

Certain similarities can be noted between Adler's and Blatz' theory of personality. Adler viewed an individual as striving to overcome inferiority feelings (i.e., developing mastery in various life areas). Blatz recognized the importance of skill and competence development in areas of life that ideally would reflect independent security and mature dependent security.

An individual develops a characteristic way of behaving or acting. In Adlerian terms, this is referred to as "style of life," whereas in Blatzian terms categories of security reflect an individual's behavior pattern.

Neo-Adlerian, Don Dinkmeyer, stresses the significance of accepting the consequences of a particular decision or act in self-concept development. Acceptance of consequences is the crux of Blatz' security theory.

An individual operates in terms of the social group and social standards in both theories of personality development.

Adler's view of man is negativistic (i.e., man must constantly strive to overcome inferiority feelings), while Blatz views man as neither bad nor good (i.e., a neutral agent whose behavior is a result of constitutional and environmental interplay). This constitutes a salient difference between the two theories.

Sullivan carries the theoretical formulations of Adler much farther and contributes toward an understanding of mental health.

Sullivan, like Adler, emphasized the social aspect of the individual. Sullivan (1953) perceives human behavior as interpersonal relationships that can be divided into two categories: the pursuit of satisfactions (response to biological needs), and the pursuit of security (socio-cultural needs).

Sullivan describes the young child's discovery of an inner sense of helplessness which summons the beginning of the power motive. The power motives generate a vast development of actions, thoughts, and foresights designed to protect the individual from situations that induce the feelings of insecurity and powerlessness. In the process of overcoming powerlessness, the individual acquires knowledge, understanding, skills, empathy, personal insight, and social feeling. These permit him to realize his pursuit of satisfactions and security.

The manner in which the power motive is satisfied and fulfilled determines the growth and characteristics of personality. To achieve satisfaction and security is to have power in interpersonal relations.

A mentally healthy person in Sullivan's terms would have the following characteristics: (a) the feeling of ability or power in interpersonal relations; however, there is no need to dominate others; and (b) awareness of interpersonal relations (interpersonal adjustive success).

Mental health, in Sullivan's terms, is an artifact of society. The satisfaction and security goals are defined by the society in which one lives. Sullivan believes that the acquisition of skills and knowledge in interpersonal relations lead to security. In Blatz' schema of personality development, mature dependent security is the important component in dealing with significant others. Mature dependent security reflects cooperative decision making and mutual willingness to accept the consequences of their actions.

Erikson's (1950) theory of personality development is most convincing and lends itself to the understanding of mental health. The core concept of Erikson's psychosocial development is the acquisition of ego identity. Fundamental to Erikson's theory is the principle of epigenesis, which means that every stage is built upon the previous one and contains the past within it. In Erikson's (1964) words, "In an epigenetic development of the kind here envisaged each item has its time of ascendance and crisis, yet each persists throughout life" (p. 140). Each stage involves the following factors: genetic, social, parental influence, and development of the individual ego. The individual is always dependent upon the social matrix within an on-going generation.

Contrary to psychology's preoccupation with pathology, Erikson emphasizes the strengths of man. Erikson (1964) states this point succinctly:

> I will, therefore, speak of Hope, Will, Purpose, and Competence as the rudiments of virtue developed in childhood; of Fidelity as the adolescent virtue; and of Love, Care and Wisdom as the central virtues of adulthood. In all their seeming discontinuity, these qualities depend on each other . . . . Also, each virtue and its place in the schedule of all virtues is vitally interrelated to other segments of human development, such as the stages of psychosexuality which are so thoroughly explored in the whole of psychoanalytic literature, the psychosocial crises and the steps of cognitive maturation. (p. 115)

So appealing were the motivational components of Erikson's theory of personality that the Century White House Conference on Children and Youth (1951) adopted them as components of a healthy personality.

Witmer and Kotinsky (1952) present eight sequential stages of development toward maturity which are elaborations of Erikson's basic motivational components.

Certain similarities are noted between Erikson and Blatz. Although Blatz' theory of personality development depends greatly upon learning, developmental periods are evident. For example, the development of dependent security is an important period for all children. It is in this period that trust is developed as the child's needs are met by significant agents (parents and later teachers). Both theories stress a positive direction to human personality, whereas many other systems emphasize pathology.

The motivational components of the basic personality in Erikson's schema and the behavior pattern components of Blatz' security theory are somewhat analogous. Dependent security (immature and mature) is analogous to Erikson's senses of trust, duty and accomplishment, intimacy, and integrity. Blatz' independent security behavior pattern is comparable to Erikson's senses of autonomy and identity.

The orientation of Blatz and Jean Piaget regarding the child was essentially the same. Both have been labeled as cognitive developmentalists (Wright, 1974).

Piaget's theory is one of cognitive development in that he insists that cognitive growth is the inevitable outcome of the child's interaction with his environment. His general developmental principles of organization, equilibration, and adaptation embody his attempts at explaining what determines an infant's actions, and how he comes to deal cognitively and effectively with his knowledge of the world.

Piaget's stages of cognitive development are well documented in the literature (Phillips, 1969). Briefly, he views the child as progressing cognitively through four stages, namely: (a) sensorimotor (approximately 0 - 2 years), (b) representational stage (approximately 2 - 6 years), (c) concrete operations (approximately 7 - 11 years), and (d) formal operations (approximately 12 - 15 years). These stages follow one another in an invariable sequence and appear at approximately the same ages in all children. It takes until adolescence for the development of abilities to handle abstract, formal reasoning tasks. When symbols can be manipulated, an adolescent can begin to reason without being bound by immediate, concrete, self-centered perceptions.

For Piaget, the growth of cognitive intelligence is reflected in the language of the child (Piaget, 1959) and also in the moral reasoning of the child (Piaget, 1965). In the development of reasoning and morals, a decentering from childish egocentrism commences so that a child begins to be committed to logic, rules, fairness, and ideas of justice. There is a growth of moral consciousness in which ideas of responsibility, including autonomy, reciprocity, and intent are grasped as important. There are two different moralities that the child follows, namely: one with adults and external authorities (rules of constraint), and one with peers and playmates (rules of mutual agreement and cooperation). For Piaget, as with Blatz, cooperation along with autonomous development is considered ideal in personality development. Mental health in Piagetian terms would be an individual characterized by ability to handle abstract formal reasoning, and a moral consciousness which involves cooperation and autonomy. These two components of mental health are projected on the individual's social matrix and on-going generation.

Blatz and Piaget show remarkable similarity. For both, the child is an active agent in his environment. The child, according to his unique constitution and capacity, is selective (assimilates) and changes (accommodates) as he operates in his surroundings. Learning for both theorists is explained in terms of adaptation. The child develops cognitive styles (i.e., habitual patterns of dealing with various situations). Problem solving for both cognitive theorists involves conscious thought, the setting of goals, making predictions and decisions, taking action, and accepting consequences.

The goal of education in Blatzian terms was to develop flexibility in problem solving, while the goal in Piagetian terms was to foster divergent thinking. The goal and curriculum planning were essentially the same. A child in education, for both, must be challenged by the personnel and the material to meet their needs. Early childhood programs that are most successful are Piaget based

(Kamii, 1973) and are most like the Blatzian nursery school. The central concept in Blatz' notion of early childhood education is to help children "learn how to learn." Blatz can rightly be called the Father of Canadian Nursery School Education!

Lawrence Kohlberg's theory of moral development provides some illumination on the concept of mental health and security theory. Basically, Kohlberg believes that moral development evolves through a series of sequential stages. The three levels of moral development are the premoral, the conventional, and the principled (Kohlberg, 1963, 1972). The three stages identified are influenced by cognitive development, social interaction, and personal growth. Moral development depends on a decision-making process.

The movement envisioned by Kohlberg in a mentally healthy person is toward independent conscience and freedom from external authority, but at the same time a concern for the good of society. It is a long, complicated process that develops simultaneously with language and thought. Kohlberg (1966) states that intelligence quotients correlate well with maturity of moral development and almost equally well with behavioral measures of honesty. The higher stages in the principled level (Level III) are rarely attained by individuals. They tend to exist for idealistic purposes (i.e., a state reached by very few individuals).

Blatz did not elaborate upon moral development per se but implicit in his notion of deputy agents is the concept of morality. If an individual tends to use defense mechanism in dealing with many situations, he is not directly or effectively handling that situation. It may be that the individual's skills (social, cognitive, or emotional) are not adequate to deal with the situation. Therefore, in Blatz' security theory, an individual who does not habitually depend upon the use of deputy agents to handle various situations in his life is said to have the tendency toward good moral development. However, the degree of moral development is not specified and appears to be dependent upon intellectual and social competences. The writer thinks that this is a weakness in the security theory.

Dabrowski's theory of emotional development has relevance to mental health theory and to security theory. Dabrowski states that the movement from one point in the developmental life of a person to a higher level requires a disintegration of certain aspects of the personality before a new integration is possible. This personality transformation is known as positive disintegration. In emotional development, the individual proceeds through five levels, namely: primary integration, three levels of disintegration, and secondary integration. In primary integration, the individual's behavior is oriented to satisfaction of his basic needs, and is wholly egocentric. The three levels of disintegration are characterized by doubt, uncertainty, possessiveness, poor self-control, and overdependence on others (Level II); astonishment, disquietude, and dissatisfaction with oneself (inner tension or positive maladjustment occurs here) (Level III). Level IV is characterized by self-awareness, the ability to distinguish between subject-object in oneself, auto-therapy, and education of oneself. The secondary integration stage (Level V) is reflected in behavior that is characterized by losing oneself for mankind (putting man's needs ahead of one's own). These people (Level V) are possessed with a mission that transcends the self and/or the culture (e.g., Buddha, Christ, Schweitzer, Vanier).

Dabrowski, Kawczak, and Pierchowski (1970) use the term "positive disintegration" to indicate the direction of a person's emotional growth away from social-environmental factors to a more fully self-determined individual, to a self-regulated, more complex hierarchial structure. Negative disintegration, however, often ends in mental illness, which occurs around Level II. This type of disintegration is characterized by externality, rigidity, and a lack of emotional relationships with others.

To explain the dynamics of personality development, Dabrowski (1964) states that there is an inclination in man to evolve from lower levels of personality development to higher ones. Two types of personality development are specified, namely, normal or biologically and socially determined development, and accelerated or autonomous development. A key factor in Dabrowski's theory is excitability in multiple forms of psychic activity (i.e., psychomotor --need for physical action); sensual (inputs of pleasure and displeasure); intellectual (analysis and logic); imaginational (dreams, images, vicarious visualization); and emotional (relationships with others and oneself). Accelerated personality development (ideal) is characterized by overexcitability in the above psychic forms, with emphasis in the latter three. Anxiety is the behavioral correlate of an individual's inclination toward psychoneurosis and emotional richness and depth. Accelerated development is highly related to profound knowledge of oneself and a deep experiencing of life.

A mentally healthy person in Dabrowski's sense would be an individual with a "rich developmental potential." He is self-determining, stands steadfastly by his convictions, responds to self-induced challenges, is self-aware, and has the flexibility to change. This is a long, slow, and sometimes painful process involving social interaction and intro- (retro-, pro-) spection.

Implicit in Dabrowski's theory is a conviction that maturity and psychological health are not freedom from tension and anxiety. Dabrowski thinks that tension and anxiety are significant prerequisites and accompaniments of increased self-insight, creativity, and self-preservation.

It should be noted that Dabrowski considers "the personality ideal" (Level V) as a state which can be approached, known for fleeting moments, but never fully attained. There appears to be a close relationship between Dabrowski's "ideal personality" type and Maslow's (1970) notion of the "self-actualized person."

The striking similarity between Dabrowski and Blatz is focused on the concept of anxiety. Both theorists consider anxiety as a necessary and integral part of higher personality attainment and development. Blatz considers insecurity with its accompanying anxiety as growth producing, if it does not incapacitate the individual. Blatz (1934) states that "An ideal individual is one who is compensating in any one of the life areas for a lack in others, so that when a crisis happens he is able to adjust" (p. 8). It motivates the individual to make efforts at learning the necessary skills in dealing with various situations. Blatz (1966) writes, "In which it is shown that insecurity may be the result of choice or may be thrust upon one, and that is the basis of learning" (p. 44). Hence, an individual develops independent security and mature dependent security by handling insecurity and anxiety in various areas of life. The only route to security is via the road of insecurity. Personal growth in both theories depends upon the method of handling insecurity.

Also, the second level of Dabrowski's theory of emotional development contains a behavioral component similar to Blatz' immature dependent security. Overdependence on others is indicative of lack of self-direction in Dabrowski's model, while Blatz considers it a personality weakness, if it persists into later life. In other words, if an individual fixates at this level, he ceases to grow and develop in Levels III, IV, and V in Dabrowski's sense and does not develop independent security and mature dependent security in Blatz' schema.

Dabrowski's theory of personality development is largely emotionally based, while Blatz' theory is cognitive in nature. This is considered a major difference.

The intention of this section was to state the contribution of selected personality theories to an understanding of mental health. Also, conceptual similarities of Blatz' theory of security to other theoretical positions were made.

Certain trends appear in the theories regarding conditions of mental health. The satisfaction of basic bodily needs is a condition of the healthy personality espoused by Freud (id demands) and Sullivan (pursuit of satisfaction). This is not considered a sufficient condition of mental health.

Another aspect of mental health is the focus on a psychological variable that is fundamental in healthy mental development. This is noted in Adler's quest for superiority, Sullivan's pursuit of security, Erikson's ego identity, Kohlberg's morality, and Dabrowski's search for high levels of emotional development.

A significant focus in the theories is the importance of the self-concept. This is noted in Adler's style of life, Dinkmeyer's self-concept, Erikson's sense of identity, and Dabrowski's self-awareness. Again, whether these theorists are discussing the same concept is debatable.

Satisfying interpersonal relations is another trend stressed by some theories. Adler, Dabrowski, Erikson, Kohlberg, and Sullivan consider interpersonal relationships as being important to the development of a healthy personality.

Moral growth and development is stressed as fundamental to the healthy personality by Piaget and Kohlberg. Piaget and Kohlberg stress the importance of morality to children's growth and development.

A summary of the conceptual similarities of Blatz' security theory to other theoretical positions is depicted in Figure 2, (P.29).

Early Influences on and Genesis of Blatz' Security Theory

A comprehensive analysis of the early influences on and genesis of Blatz' security concept is desirable for a more complete understanding of security theory. Laidlaw (1959) considers it a necessary piece of work. However, in an effort to trace the roots of Blatz' personality theory, a close examination of his favorite teacher while studying at the University of Chicago--Harvey Carr--is made. Freud's writings and a summer school experience with Lewin also influenced Blatz' thinking. It must be kept in mind that Blatz was influenced by his medical background and by Deweyism, the progressive educational thought of the time. The mental health movement of the early 1900's, with its emphasis on the positive, preventative approach, influenced Blatz, as well as the experiences encountered in the two great World Wars. Traces of the origins of Blatz' security theory are noted in his writing as early as 1928, with the first written appearance of the theory in 1934 (Blatz) and in 1940 (Salter).

Background and academic profile of Blatz. Blatz' parents came to Canada from Germany in 1868 to settle in Hamilton, Ontario. Wilhelm Emet Blatz, born in 1895, was the youngest of nine children. He obtained a B.A. in 1916 and a Master's Degree in Psychology in 1917 at the University of Toronto. His thesis was a study of the adrenal glands. In 1921, Blatz obtained his Bachelor of Medicine degree. Sponsored by a scholarship, Blatz went to study in the Psychology Department at the University of Chicago under Dr. Harvey Carr. A thesis on a study of physiological changes produced by the emotion of fear led to his Ph.D. degree which was granted in 1924.

Psychoanalytical influence. As a young man, Blatz read the entire works of Freud and had set forth to prove him wrong. He fought countless academic battles with the Freudians throughout his active life. The relationship of the psychoanalytic school and the views held by Blatz was a highly negative one. The nature of the negative relationship emphasized consciousness rather than the unconscious. The relationship of Freud's and Blatz' theories will be elaborated on elsewhere in the thesis. Some of Blatz' disciples (Ainsworth, Note 2; Northway, Note 3) think that Freud was the major psychological influence on his thinking. A significant notion of the Freudians that influenced Blatz' thinking was that the first five years of a child's life are crucial in establishing his personality. Little was known as to what actually happens during this early period of life.

The influence of Professor Harvey Carr. At the University of Toronto, Blatz had studied psychiatry, and wished to study psychology to determine what it had to offer in the understanding of human beings. The Chicago School of Functionalism, under the direction and development of Harvey Carr, was the source of Blatz' idea of "consequences," which became the crux of the security theory (Northway, Note 3). Functionalism, an American system of psychology, attempted to answer the questions, "What do men do?" and "Why do they do it?" (Woodworth, 1948). Its aim was to emphasize the function and consciousness of man's behavior in adapting to the environment. Psychology, at that time in history, was emerging from the sterile laboratory to the application of its findings to the human in his environment.

Organism adjustment was the central theme of Carr's textbook (Carr, 1925). Carr's theory of sensory consequences as it relates to learning is reflected in Blatz' security system. Carr felt that adaptive behavior was the subject of both psychology and physiology. Psychology is concerned with all those processes that are directly involved in the adjustment of the organism to its environment, while physiology is engaged in the study of vital activities, such as circulation, digestion, metabolism, as they relate to maintenance of the structural integrity of the organism.

Carr defined consciousness as a set of processes which are similar to other abstract concepts like intelligence and will power. Four assumptions of functionalism clearly stand out: (a) Behavior is intrinsically adaptive and purposive. (b) All sensory stimuli affect behavior. (c) All activity is initiated by some sort of sensory stimuli. (d) Each response modifies the stimulus situation.

Carr was willing to take over associationistic principles in his explanation of learning. Learning, basically, was a process of establishing associative connections into new and larger units. Carr's principles of behavior selection must have influenced Blatz. Attention, motives, and learning were the main agents of behavior selection for Carr. He conceived attention to be a preliminary act or sensorimotor adjustment that facilitated perception. Motives directed action and thereby determined which behavior occurs. Learning is necessary for the satisfaction and adjustment of the organism to life.

Kurt Lewin's time perception. One summer Blatz met Kurt Lewin at the University of Iowa. Lewin (1951) had evolved the concept of time perception. It stated that in the course of development, the child becomes aware that living in the present is partly determined by the past, and that the present helps determine a remote future. Blatz, then working in Juvenile Court, realized that delinquents act as they do because they are not able to foresee the consequences of their acts. Ignorance of the cause and affect seemed to be the cause of delinquency. This time perception is an integral part of Blatz' definition of consciousness. The expectation and anticipation of the next moment(s) give meaning to the concept of time. Lewin (1935) believed that behavior was a function of the person and his environment [$B = f(P,E)$]. This equation indicates the comprehensiveness of his approach in understanding the total personality. Blatz described a person's security by the unique interaction of the person with his environment.

Medical and educational influences. There were two other sources of influence on Blatz' thinking in addition to psychology. The first important influence is his medical background, especially in the area of physiology. This medical influence is reflected in his security theory. His Ph.D. thesis was on the physiological changes brought about by the emotion of fear. Blatz felt that medical doctors should study psychology rather than psychiatry. The physiological states of serenity and anxiety are antithical, and involve different body tensions. They relate to the state of the body which accompany the psychological states of independent security and insecurity. This psychophysical integrity or integration (i.e., anxiety and insecurity, and serenity and independent security) is an important aspect of Blatz' security theory.

Secondly, the child study movement led by Rousseau, Montessori, and Pestalozzi influenced the way Blatz perceived children. These educational philosophers emphasized the need to treat children as children and not as miniature adults. Contrary, however, to Rousseau's classical expression of the goodness in children, Blatz described man's nature as neutral (i.e., neither bad nor good). Here, Blatz conceptually borrowed John Locke's notion of the tabula rasa (i.e., nothing exists in the mind except impressions received via the senses). Blatz believed children were the product of an interplay between their constitution and environmental influences. Also, Blatz adhered to John Dewey's central concept that the purpose of the educational enterprise is adjustment to living. After World War I in the process of rebuilding society, people felt that the future lay in education. Child study was viewed as a means to better understand children so that they would become good citizens.

Positive mental health movement in North America--The Toronto project in child study. Positive mental health, rather than the mere absence of mental illness, was the watchword of the early 1900's. The first White House Conference on Children was held in Washington in 1909. This resulted in the establishment of the U.S. Children's Bureau in 1912. Several leading U.S. universities developed child study laboratories. Child study in Canada was founded by the Laura Spelman Rockefeller Memorial and the National Committee for Mental Hygiene. The right person to direct child study and parent education was found by Dr. C. M. Hincks and Professor E. A. Bott--a Dr. William E. Blatz, 30-year-old graduate from the University of Chicago!

The experience of two great World Wars. Both World Wars provided an opportunity for Blatz to use his skills and knowledge. In World War I, he was part of the University of Toronto Hart House re-education team. It was their function to help rehabilitate wounded Canadian soldiers recently returned from France. From his work with shell-shocked soldiers, he learned of an elusive human phenomenon which was to become an important area of his psychological inquiry --consciousness! The Second World War provided an opportunity for his Canadian nursery workers to demonstrate their nursery school knowledge and techniques in Birmingham, England. The Garrison Lane Nursery became a demonstration centre and model throughout Great Britain.

Original statements of security theory. Blatz developed and refined his security theory over many years of teaching, lecturing, and establishing the Institute as a centre of research and training in child development. The evolution of his theory is traced in his writings, as well as those of his students and colleagues.

On the last page of Blatz' doctoral dissertation (1924), he stated that heuristically "a series of tests upon children of all ages would demonstrate the genesis of fear and any changes from year to year could be followed through their development" (p. 42). The notion of fear became an important aspect of his theory. Ways of dealing with and handling insecurity (fear) led Blatz to his systematic formulation of security theory. Blatz believed that the more independently secure a person became, the more new and unfamiliar situations he could accept. Fear would not be eliminated, but rather it could become tolerable. In this way, adventure is generated. The seeds of security theory were germinating as Blatz completed his Ph.D. and accepted the Directorship of Child Study in Toronto.

In discussing the essential factors of good discipline, Blatz (1928) alludes to the importance that the child appreciate the consequences which follow every act. Also, the child must express willingness to accept the consequences as the result of his own efforts whether they are successful or not.

Blatz and Bott (1930) describe good parental leadership in terms of the ability of one to regulate his own life. This consists mainly in his judgment in making decisions, and then in abiding by the consequences after the decision(s) has been made.

The theory of human security gradually developed throughout the 1930's and was first described by Blatz in a rather obscure publication from the State University of Iowa. The date was 1934. In a paper (1934) entitled Human Needs and How They Are Satisfied, Blatz described security as a fundamental human need. He writes, "The secure individual is one who when presented with a problem chooses an alternative and then is willing to accept the consequences, whatever they may be. There are three words which we must emphasize. The first is willingness, the second acceptance, and the third consequences. No matter what choice you make you must be willing to accept the consequences of that choice" (p. 3). Security is achieved by dependence upon others and eventually by independence in four divisions of life. The four phases or divisions of his social milieu are a purpose for living, a vocation, an avocation, and social intimacies. Achievement of security in these areas of life is a person's goal.

Salter (1940) wrote a monograph evaluating personal adjustment based on the concept of security. In 1941, security was defined in a secondary education publication (Ontario College of Education, 1941) as "a sense of adequacy in meeting any given situation or in facing future consequences of an immediate act. This is named as the integrating principle of human adjustment." The article suggests that development proceeds from dependent security to independent security with various phases of insecurity appearing during transition in various life fields (familial, extra-familial, vocational, avocational, and philosophy).

Blatz' book in 1944 contained one chapter (IX) that dealt with the concept of psychological security. Security is defined as "the state of consciousness which accompanies a willingness to accept the consequences of one's own decisions and actions." Security may be an unfortunate word to use because the common meaning of security implies safety. Safety is the antithesis of psychological security. This book became the definitive statement of his viewpoints in child development for 20 years.

Some 15 theses were written testing out many of the hypotheses generated by the security theory. Some of these (Grapko, 1953; Keschner, 1957; Salter, 1939) helped clarify the concept of security.

Blatz' final book (1966) was a statement regarding human security that represents the most comprehensive document of his theory. Blatz' viewpoints were always popular and stimulating, and could inspire argument and discussion among his listeners. Although his book Human Security (1966) was no equal to his lectures (Ainsworth, Note 2), it has been ranked among the top 15 "psychological thrillers" that honor psychology students choose to read (McCollom, 1971).

Blatz described a secure person as one who is willing to accept the consequences of his actions without trying to avoid them in any way, and without depending upon someone to accept them for him.' Serenity is the conscious component of this secure state. Implicit in the secure state is the acquisition and appropriate application of skills and knowledge. A conceptual analysis of the security theory is found on page 4.

Thus, the major academic influences on Blatz' thinking were the American functionalists and the European Freudians. The progressive educational and positive mental health movements in North America in the early 1900's were important sources of Blatz' thinking about people. Also, the two Wars enabled Blatz to apply his skills and knowledge to rehabilitate shell-shocked soldiers, and to train British nursery school teachers. Blatz was not a theoretician in the strict sense of the word, but he was an independent thinker of the highest order. He was the Canadian explorer of child study and development.

Blatz in the Context of Canadian Psychology: Past and Present

The contributions of Dr. William Emet Blatz to psychology were kaleidoscopic. A variety of labels have been used to describe him: lecturer of international fame, author, child expert, parent educator, educational philosopher, theory builder, and general disturber of academia. The richness of his work and ideas live on despite his death in 1964.

Promotion of positive mental health was the watchword of the 1920's. Blatz was hired by the University of Toronto to establish a centre of research and training in child development. In 1926 the first nursery school was established by Blatz in Canada. Blatz brought an emphasis on genetic and developmental psychology based on direct objective observation of growing infants and children to the field of mental health in Canada. During World War II, Blatz was asked by the Canadian government to help the British set up nursery schools. He and his child care workers set up the Garrison Lane Nursery School in Birmingham, England. The title of "Father of Nursery School Education" is most appropriate for Blatz. He published several books on nursery school education (Blatz, 1937; Blatz, Allin, & Millichamp, 1936; Blatz & Bott, 1929, 1930; Blatz & Griffin, 1936; Blatz & Millichamp, 1935; Blatz, Millichamp, & Fletcher, 1935; Blatz & Ringland, 1935; Poppleton & Blatz, 1935).

The current Early Childhood Education movement in Canada has its origin in the Toronto school. The Institute of Child Study in Toronto, Ontario, Canada, continues to offer programs in Early Childhood Education and research in Blatz' tradition.

Parent education was also considered by Blatz to be very important in the development of children. A Parent Education Division at his nursery school emphasized the significance of consistent handling of children during the early, formative years. The current resurgence in parenting skills (Callahan, 1974; Dreikurs & Soltz, 1964; Ginott, 1965; Gordon, 1970) underscores the important effect parents have upon their child's growth and development.

Blatz' academic and public lectures stimulated thousands of students and people. It was his method not only to impart knowledge of child development, but to challenge and disturb the thinking of his listeners.

The public became aware of child psychology through the exposure of Blatz via the news media (radio, television, magazines, and newspapers).

Blatz' expertise as a physician and psychologist was ably demonstrated in his consultative capacity to the Juvenile and Family Courts of Toronto, Thistletown Hospital for emotionally disturbed children, and to the Dionne quintuplets. Also, he served as president of the Canadian Psychological Association in 1958.

A theory of personality development, popularly called security theory, was developed by Blatz. Its focal point was mental health. Briefly, an individual who is willing to accept the consequences of his decisions and actions is said to be secure (serene) and mentally healthy. Conversely, an individual who is unwilling to accept the consequences of his decisions and actions is said to be insecure (anxious) and mentally unhealthy. Blatz described his security theory in two books (1944, 1966). The security theory became a rich source of hypotheses that lead to a good deal of research. As Ainsworth (Note 2), a student and colleague of Blatz, succinctly states, "I valued his theory as a source of hypotheses --and Blatz could fire off more bright hypotheses in 15 minutes than most top scientists manage to do in a lifetime."

Educational reform and sensible practices in teaching children were advocated by Blatz. He established procedures to eliminate classroom competition and crusaded against corporal punishment, which still remains a controversial issue.

Northway, a colleague of Blatz, has conducted interviews with a number of people who have been associated with Blatz to determine his contributions. From an impression rather than an analysis, Northway (Note 3) reports his contributions to be:

(a) personal--his backing and support in helping them "get going" or dealing with personal problems;

(b) his conveying a point of view to thousands of students, many of whom are extending it in their own teaching, professions, government, etc.; and

(c) his ability to get muddled thinking changed by challenging discussion.

It seems that his contribution was primarily what he did with and through people in his teaching and with children. The tapes of

Northway's interviews are expected to be transferred from the Brora Centre in Toronto, Ontario, to the Thomas Fisher Rare Books Library at the University of Toronto in April of 1975.

The contributions of Blatz, a great Canadian psychologist, are adroitly summarized by others in eulogies (Bernhardt, 1964; Grant, 1965; Millichamp, 1965; Northway, 1965). An unpublished tribute by Bernhardt (1964) succinctly outlines Blatz' contributions and states the high esteem felt for him by his contemporaries. The tribute is found in Appendix Q.

CHAPTER III

Mental Health: Historical and Recent Conceptions

The definition of mental health and what constitute the criteria of mental health have been a moot question throughout the years. This chapter will attempt to trace the divergent views of the definition and criteria of mental health. Security theory is proposed as an attempt to bring convergence or integration on the concept of mental health. Instruments designed to obtain a measure of mental health (security status) will be briefly described.

Mental Health: Attempts at Definition

Although there is no standard definition of the term "mental health," there appears to be some convergence of the concept. Two or three decades ago, global definitions of mental health were proposed by Chisholm (1943), Klein (1944), and Osler (1951). Such all-encompassing statements as "the state of mental, physical, and social well-being" and "sound mind sound body" were put forth. Others, such as Anderson (1943), Thorpe (1950), and Wallin (1935) described mental health in terms of negative or positive factors arranged in a hierarchial manner. Mental health has been referred to as an absence of symptoms of maladjustment. Griffin, Laycock, and Line (1940) define mental health as satisfactory adjustment and adaptation to socio-cultural requirements binding group membership.

The convergent definition of mental health emphasized positive factors (maximum effectiveness, satisfaction, cheerfulness, socially acceptable behavior, and the ability to face and accept the realities of life), not merely the absence of mental illness.

Blatz' theory of security is considered to be the integrating concept of mental health. It emphasizes the development of self-reliance, as well as cooperation with others in our daily activities. The conceptual components of Blatz' theory has been discussed in Chapter II of this thesis. Grapko (1957), a Neo-Blatzian, writes, "The child who is helped to see success in his mistakes, progress in his failures, satisfaction in his persistence, hope in his daily problems, achieves an orientation to learning and to living which assures his mental health" (p.4).

Recently, Griffin (Note 1) writes that mental health, like mental hygiene and feeble mindedness, is a term that has ephemeral characteristics. In his words, "there is more interest and concern in education about mental health than there ever was. Only it's not called that for fear that parents, colleagues, and even the children themselves will feel stigmatized" (pp. 2-3). The special facilities for exceptional children and the emphasis on personal-social development programs, such as Dinkmeyer's DUSO program, in our schools support Griffin's comment. It is the educational system's intent to develop positive mental health.

Criteria of Mental Health: Two Trends

The ingredients of optimum mental health have been a moot question. A literature survey indicates that the majority of concepts can be classified under two general headings: (a) the development and enhancement of the self, and (b) satisfying and effective social relations.

Eight concepts are cited in the literature as being important criteria for the development and enhancement of the self. They are as follows: (a) maturity, (b) self-confidence, (c) facing reality, (d) self-insight, (e) integration, (f) equilibrium, (g) adaptability, and (h) self-realization.

Five concepts are noted in the mental health literature relating to and involving social relations. These concepts are listed as: (a) social participation, (b) feeling of belonging, (c) love, (d) responsibility, and (e) emancipation and independence.

The criteria employed by a variety of writers as to what constitute the sufficient conditions for mental health is a moot question and awaits future study and research. Security theory as a mental health construct is considered by the writer as an attempt to clarify the criteria of mental health.

Measurement of "Security"

During the 1940's and 1950's, attempts were made to obtain psychological measures of security. Wolff (1947) devised a security test intended for use with children. It consists of nine pair of drawings of situations. In each pair, one drawing is designed to reflect feelings of security, while the other drawing represents insecurity. For example, in one pair of drawings a child is swinging high in one picture and swinging low in the other picture. For each of the nine pairs, the test requires that the child indicate his preference. According to Wolff, the insecure child, if given a choice, will tend to prefer to be the child who is lacking in daring and independence. He tends to be serious as contrasted to being happy; he is inactive and has negative social contacts with others. The result of Wolff's test has been studied with a poor outcome in separating secure children from insecure ones.

Maslow, Hirsh, and Honigmann (1945) devised a questionnaire consisting of 75 questions to measure security-insecurity. This questionnaire is clinically derived and is based on 14 subaspects of security. There has been no effort to integrate the criteria to describe and evaluate mental health, and no attempt has been made to relate the concepts employed.

Kooker (1959) devised a teacher check list to identify four adjustment variables, namely, security, insecurity, achievement, and boredom in elementary school children. Forty-nine items were composed to reflect the above four "feeling states" that are not operationally defined. The mean rating-rerating correlation for the four variables was .93, and the mean between-observer correlation was .70. Negative correlations between security and insecurity scores, and between achievement and boredom, suggest that these two states represent a continua in the behavior of children. Also, children rated high in a feeling of achievement were less tardy than children designated as being bored with school. Interestingly, the correlation between the two continua (i.e., security-insecurity and achievement-boredom) is .85. This finding suggests that there is a strong relationship between feeling secure and high achievement in elementary school.

Ainsworth and Grapko have attempted to measure security guided and based on the theoretical formulations of Blatz.

Salter (1939) developed a security test to measure personal adjustment in the areas of familial and extra-familial intimacies. The test was refined and more tests were added in the areas of avocation and philosophy. Finally, the tests were published in a single volume entitled Measuring Security in Personal Adjustment by Ainsworth and Ainsworth (1958).

Grapko (1953) devised the Institute of Child Study Personality Scale. It was developed to measure an individual's security in three areas of life; namely, familial, social, and avocational. Also, Grapko (1957) has devised a school children's test of security, called the Institute of Child Study Security Test, which is a measure of a child's mental health. Both of Grapko's tests are explained in more detail in the Method section.

Flint (1959, 1974) has developed a test for infants (3 - 24 months) which yields a measure of security. It measures the child's ability to accept dependence upon his caretaker and to put forth effort when the occasion calls for it. Both of these aspects of behavior are reflections of the child's sense of security and feeling of self-worth.

These child psychologists (Ainsworth, Flint, and Grapko) concur with Blatz in their belief that security is the sine qua non which continually stimulates and gives expression to human activity.

Part B

Empirical Analysis

CHAPTER IV

Review of the Relevant Literature to the Empirical Study

This section will deal with longitudinal studies regarding personality development. Stability or continuity of certain personality variables will be examined. The emphasis in reviewing the literature will be focused on longitudinal studies that reflect stability of personality variables that are relevant to the empirical study to be reported. Reference is made to studies on security in the Selected Bibliography.

The Enduring Nature of Personality and Character: Some Relevant Studies

Initially, longitudinal studies were concerned with physical growth (Bayer & Bayley, 1959) and mental development (Bradway, Thompson, & Crovens, 1958; Terman & Oden, 1959). The contributions of these longitudinal studies to understanding human growth were valuable. The present study is concerned with the stability of personality variables over time. Relevant studies will be reported.

Kagan and Moss (1962), in their summary of a 30-year longitudinal study, state that, "The most dramatic and consistent finding of this study was that many of the behaviors exhibited by the child during the period 6 to 10 years of age, and a few during the age period 3 to 6, were moderately good predictors of theoretically related behaviors during early adulthood" (p. 266). The force of their empirical evidence supports the notion that the early years of a child's life are crucial in determining adult personalities.

Kagan and Moss also indicate a high relationship between personality and the traditional expectations of sex-role characteristics. For example, girls receive cultural approval for passive and dependent behavior while it is disapproved for boys.

The Kagan and Moss (1962) longitudinal study shows that considerable stability between childhood and adult behavior is evident during the first four years of school. In Kagan's words:

> The poorer predictive power of behavior during the preschool years suggest that developments during the age period 6 to 10 induce important changes in the child's behavioral organization. The primary events of this period include (a) identification with parents and the concomitant attempt to adopt the values and overt responses of the parent; (b) the realization that mastery of intellective skills is both a cultural requirement as well as a source of satisfaction; and (c) the encounter with the peer group. The latter experience forces the child to accomodate, to some degree, to the values and evaluations made by peers. (p. 272)

It appears evident that the first four years of school with the significant peer environment (ages 6 to 10) formulate behavioral tendencies which are maintained throughout young adulthood.

Blatz (1966) makes a parallel statement indicating the crystallization of behavioral tendencies in school-aged children: "It is when children become nine or so that one begins to see the results of a training plan. Their values, 'codes,' and judgment crystallize around them" (p. 11). This statement is powerful in the writer's mind, as it is the only statement Blatz makes regarding crystallization of behavior patterns at a particular age. If, indeed, some crystallization does occur in behavior manifestations at the age of "9 or so," stability of those behaviors should be observed in later behavior. This is the crux of the empirical study to be reported. However, it should be noted that Blatz makes no distinction between boys and girls regarding security patterns. Grapko's (1957) Institute of Child Study (ICS) Security Test outlines different norms for boys and girls which explicitly reflect a sex differential in security behavior.

Bloom (1964) states that "By an average age of 2, it seems evident that at least one-third of the variance at adolescence in intellectual interest, dependency, and aggression is predictable. By about age 5, as much as one-half of the variance at adolescence is predictable for these characteristics" (p. 177).

Peck and Havighurst (1960), in discussing how consistency (of personality) seems to be developed, state, "Studying these children from ten to seventeen, with reported data going back into their early years in most cases, revealed a characteristic personality and character pattern which was largely laid down by age ten and changed little thereafter" (p. 157).

It seems, then, that some personality theorists and researchers think that the dynamics of personality are well established by age 10, and that later behavior is a reflection of that established behavior pattern.

The predictive nature of early childhood behavior has implications for school and early identification of individual differences. There is a strong suggestion, for example, in the Kagan and Moss study that children who display intense striving for mastery during the early school years are likely to maintain this attitude toward the academic task. Thus, the value of early identification of elementary school pupils for the purposes of special educational handling is indicated. Conversely, children not involved in the academic task at an early age may benefit from teacher attempts at early modification of this pattern.

Also, children in the Kagan and Moss study who manifested early passivity tended to be passive as adolescents and adults. This is directly relevant to the present study.

Stone and Ongué (1959) present a comprehensive annotated bibliography of longitudinal studies up to 1959.

Peck and Havighurst (1960) used 36 children to study moral character development. Data were collected using a variety of methods (observational, projective testing, interviews, ratings by others, and questionnaires) on the longitudinal population of 6 years through 17 years of age. The methods used were to be measures of attitudes, overt behavior, and reputation. Peck and Havighurst define character as a complex mixture of ethics and morality that is manifested in attitudes and overt behavior. More specifically, the authors define character as "a persisting pattern of attitudes and motives which produce a rather predictable kind and quality of moral behavior" (p. 164). The main "character" aspects selected for study were the perceptual and cognitive system; the personality structure; attitudes toward other people; and the self-concept system.

Peck and Havighurst conceived "character" to be a successive series of stages which they labeled as amoral, expedient, conforming, irrational-conscientious, and rational-altruistic. Briefly, the amoral "character" is egocentric (out for personal gratification only) and disregards the effect of his actions on others. The expedient individual is considerate of others if it helps him accomplish his goals. The conforming individual is one who learns a social role and makes choices and decisions that will be acceptable to the group. He is motivated wholly by social approval. The irrational-conscientious person acts emotionally rather than rationally, and is dependent upon following social rules and a code endorsed by authority. Finally, the rational-altruistic individual is concerned about other's welfare and is able to make decisions as to what is important in a situation.

In the sample of persons studied, the authors were able to find significant consistency or stability of moral character and moral behavior from an early developmental period to a later one. They found also that the stages of character development were not sequential and every person does not necessarily pass through each stage. The 36 children were tested at ages 10, 13, and 16. Significant correlations, relevant to the present study, are .78 (conscience and moral values), .79 (emotional independence), and .78 (intellectual skills). Briefly, it can be seen that there is a marked tendency for the level of morality, emotional independence, and intellectual skills at age 10 to be about the same at age 13 and 16. In other words, a child who has good moral values (emotional independence, intellectual skills) for a 10-year-old can be expected to behave morally (emotionally independent, intellectually) at age 13, by standards appropriate for 13-year-olds. If he displays a well developed conscious (emotionality, intellective skills) at 13, he is almost certain to show equally good morality (emotional independence, intellectual skills) at 16.

The research evidence suggests that character stability was most significantly influenced by an atmosphere of mutual trust, mutual approval, and consistency experienced in and out of the home. Early experiences in the home facilitated desirable character development. The importance of consistency, mutual trust, and mutual approval in child development has been reinforced by the anthropological studies of Margaret Mead. Mead (1950) found that in a tribe where no superior social status existed among its members, highly cooperative, friendly, warm, and considerate personalities were produced. The tribes that produced the highest amount of mutual trust and mutual approval produced the most cooperative children.

The force of the evidence from the work done on character point to important principles. Some of these of relevance to the present study can be summarized as follows:

1. Character development is not related to age.

2. Consistent positive experiences early in life help the child make the right decisions.

3. Character is best taught through example, and regular application; not through meaningless verbalizations.

4. Reinforcement of appropriate behavior is important. The consequences of an act should be apparent immediately, particularly for children, if change of behavior is expected.

5. Arbitrary punishment should be replaced by logical consequences.

Character tends to be a mirror reflecting how a person has been treated and how he feels he has been treated by significant others.

A number of early studies and more recent ones (McKinnon, 1942; Neilon, 1948; Shirley, 1933; Stott, 1958) demonstrate that consistency is an important characteristic of desirable personality development in nursery school children and other children.

Engel (1959) reported that self-concepts of 1,972 middle-class junior high and high school students correlated .78 after an interval of two years. Relative stability of self-concept was noted.

Studies regarding sex differences are relevant to the present study. The psychology of sex differences has been exhaustively and extensively examined by Maccoby and Jacklin (1974). Some interesting myths, facts, and questions regarding sex differences are raised by the authors that are relevant to the present study.

The authors suggest that eight myths appear in relation to sex differences. The literature does not lend support to the myths. They are as follows: (a) Girls are more "social" than boys. While there is a slightly greater tendency for boys to move in groups of their peers and girls in pairs or smaller groups, there is no basic difference in their sociability or social dependency. (b) Girls are more suggestible than boys. Neither sex seems more susceptible to the influence of others. (c) Girls have lower self-esteem than boys. During university years, men seem to have more of a sense of control over their fate than women, although this is untrue earlier or later in life, and the self-esteem level generally is the same. (d) Girls lack motivation to achieve. There is no sex difference in motivation to achieve. In some cases, researchers have found girls to be more highly motivated. However, boys are more challenged by competition. (e) Girls are better at rote learning and simple repetitive tasks. Boys are better at high level tasks that require them to inhibit previously learned responses. The ability to do rote learning and that of doing higher level work that involves discriminative ability is equally distributed in boys and girls. (f) Boys are more "analytic" than girls. Both sexes have equal ability to analyze. (g) Girls are more affected by heredity, while boys are more affected by environment. Boys are more vulnerable to their environment before and after birth, but in matters of learning both sexes are affected by heredity and environment in the same fashion. (h) Girls are more "auditorily" oriented while boys are more "visually" oriented. Responses to both auditory and visual stimuli are the same in boys and girls.

The authors state that there is strong, supportive evidence to suggest significant sex differences in the following areas: (a) Males are more aggressive than females. Boys are more aggressive both physically and verbally than girls. This aggression becomes manifest at age 2½, and the primary victims of the aggression are other males, not females. Aggression appears to diminish over the years, although males are still more aggressive through the post secondary school years. (b) Girls have greater verbal ability. Girls from age 11 on have better verbal skills than boys. (c) Boys excel in visual-spatial ability. The ability to perceive figures or objects in space and their relationship is a particular male ability, especially consistent in adolescence and adulthood. (d) Boys excel in mathematic ability. Mastery of grade school arithmetical operations seems to be the same for both sexes. Beginning at about age 12 or 13, boys' mathematical skills increase faster than girls.

Eight questions regarding sex differences because of little evidence or ambiguous and conflicting evidence, will be simply stated. These questions open doors to further research. They are as follows:

1. Are there differences in tactile sensitivity?
2. Are there differences in fear, timidity, and anxiety?
3. Is one sex more active than the other?
4. Is one sex more competitive than the other?
5. Is one sex more dominant than the other?
6. Is one sex more compliant than the other?
7. Are nuturance and "maternal" behavior more typical of one sex?

8. Are females more passive than males?

The present study is expected to yield some information regarding sex differences viewed from Blatz' theoretical formulation.

Maccoby and Jacklin (1974) use three developmental theories to help explain how psychological sex differentiation might occur. Differential treatment of the sexes by the culture is explained in three theories.

The first theory is modeling or imitative learning. Children may choose the same-sex models, particularly the same-sex parent. They may use these models more than opposite-sex models for patterning their own behavior. Girls imitate "Mommy" by dressing up in women's clothing, baking, and washing. Boys pretend to be like "Daddy" by wearing his clothes and acting as father does.

The second theory that may account for sex-role inculcation and maintenance is reinforcement. Parents and others use praise and discouragement to "stamp-in" sex-typed behavior. Boys are rewarded and praised for boy-like behavior and are actively discouraged when they engage in activities that seem feminine. Similarly, girls receive positive reinforcement for feminine behavior and negative reinforcement for masculine behavior.

Thirdly, the process of socialization and a sense of identity, in the Erikson fashion, develop behavior that is sex appropriate. The child first learns what it means to be male or female. Once he has grasped his sexual identity, he patterns his behavior to fit his sex-type or role. Studies revealing sex differences are numerous.

Escalona and Heider (1959) attempted to predict the behavior of 31 preschool children, ages 3 through 6 years, by using two techniques, namely, observation during first 8 months of life, and knowledge of parents. Predictions were found to be most accurate with the use of sex-typed traits, motor development, and capacity for attention.

Tuddenham (1959) has reported a study on the stability of selected behavior from adolescence (age 16) to adulthood (age 36) revealing significant sex differences. It indicates that irritability and ease of anger arousal in adolescents predicted similar tendencies in men, but not for women. Social anxiety was stable from adolescence to adulthood in women, but not men. The present study will examine the stability of security behavior from childhood to late adolescence (10 and 11 to 16 and 17 years) over the sexes.

Sex differences resulted in a study by MacFarlane, Allen, and Honzik (1954), and it was speculated that this difference was likely related to the differential cultural pressures brought upon females and males in our society. The study examined personality variables between first-born boys and others. The results indicated that first-born boys showed more withdrawing and internalized patterns, while non-first borns were more overt, aggressive, and competitive.

Carlson (1965) reported changes in self-image orientations for boys and for girls in adolescents. As expected, girls increased in social orientation while boys increased in personal orientation. These results reflect differential cultural expectations held for the sexes.

CHAPTER V

Hypotheses and Rationale

General Hypothesis

The pattern of security development in school-age children is relatively stable over a six-year period [i.e., from middle childhood (age 10 and 11) to late adolescence (age 16 and 17)].

Specific Hypotheses

Hypothesis 1. Pupil security and consistency measures on the ICS Security Test in Grades 5 and 6 are positively correlated with the same pupil achievement in Grades 11 and 12.

In addition, (a) high pupil security and consistency scores in Grades 5 and 6 are positively correlated with high achievement in Grades 11 and 12, and (b) inadequate patterns of security development (i.e., preference for insecurity, immature dependent security, and deputy agents) as measured by the ICS Security Test in Grades 5 and 6 are positively correlated with poor achievement in Grades 11 and 12.

Hypothesis 2. Sex differences in stability of patterns of security development are significantly different.

In addition, (a) girls demonstrate greater stability of patterns of security development than boys, and (b) girls who show little dependence as children in Grades 5 and 6 show significantly more dependence in Grades 11 and 12.

Hypothesis 3. Stability of patterns of security development in the four case studies (January 1975) is significantly related to their earlier security scores (ICS Personality Scale, 1973; and ICS Security Test, 1967). Use of other tests (California Test of Personality, and Thematic Apperception Test), an interview, and autobiographical information are related to the individual's characteristic way of facing situations and their consequences in life.

Rationale

A great number of changes occur in a child's life during childhood and adolescence. The socializing effect of the school peer group and the bodily changes that accompany adolescence are two dramatic effects upon the child. It seems paradoxical to suggest that stability of a personality variable, such as security, will remain consistent through this changeful period. What appears to happen is the following: the entire age group develops and changes through the years, but each person tends to maintain a habitual pattern of responding and behaving to situations in his environment. A basic approach and attitude tends to be constant in an individual, regardless of his changing physique and ever-changeful environmental conditions. It is this constant behavioral foundation or structure that seems to remain stable through time. Thus, a person characterized by a regressive clinging to parental agents as an infant and young child (immature dependent security) will likely exhibit highly dependent behavior as an adolescent and adult (the follower's follower!). Conversely, the child who has developed skills, confidence, and the ability to get along with others will likely tend to be a leader and a popular individual as an adult, despite the changes that occur in and around him.

Implicit in Blatz' (1966) statement that "it is when children become nine or so that one begins to see the results of a training plan. Their values, 'code,' and judgment crystallize around them" (p. 11), is the notion of stability of security status in children after age 9 or 10.

Kagan and Moss (1962) report stability of a number of personality variables over a period of time. Also, sex differences occurred in their longitudinal study regarding dependency and independency. This sex difference is explained in terms of differential cultural expectations for boys and girls regarding dependence-independence. Briefly, the culture maintains a more permissive attitude toward dependence in females, while independence is encouraged in males. Dependence and independence are two methods of becoming secure in Blatz' sense; hence, expectations from the culture and their expectancies for boys and girls become very significant.

Maccoby and Jacklin (1974) report sex differences which may be based on innate sex abilities and/or cultural expectations or reinforcement. This indicates that sex differences in stability of patterns of security development are expected.

CHAPTER VI

Method

The Sample

In January and June of 1967, 362 Grade 5 and 6 pupils (190 boys and 172 girls) were tested in the Kenora, Ontario, Canada, school system. Six years later (1973), 87 students (37 boys and 50 girls) of the original sample were tested in Grades 11 and 12. The reasons for the high attrition of the sample are as follows: according to school records, 81% dropped out of school between Grade 8 and 11; 17% transferred to other school systems; while 2% withdrew for medical reasons. No satisfactory reason could be determined for the unusually high attrition rate.

The mean age of the 87 subjects in April 1973 was 16 years and 9 months, ranging from 16 to 19 years. The status of the subjects as of January 1975 is as follows: 52% are continuing their education, while 48% are employed. See Appendix A for specific status for each subject.

The town of Kenora, with 11,000 population,is situated in Northwestern Ontario, 50 miles east of the Manitoba border. It is a predominately white community with approximately 5% Canadian Indian people. As Kenora is on the rim of the Canadian Shield and is built along the north shore of Lake-of-the-Woods, its major industries are pulp and paper manufacturing and fishing. The natural beauty of the area attracts many tourists, which tends to double the population during the summer months. The parents of the subjects in the present study worked in one of the town's major industries or in the support-maintenance system of the town.

Measuring Instruments

Three self-report test instruments were used. A copy of the tests, descriptions, and technical data are included in the Appendix section.

1. The Institute of Child Study (ICS) Security Test--The Story of Jimmy--Elementary Form was developed by Grapko (1957), and is based on the concept of security enunciated by Blatz (1944). Briefly, the test is intended to be used with children in Grades 4 to 8 inclusive. The seven scores of the test reflect the pattern of a child's security development. The reliability coefficients, based on Grade 5 pupils with 2 months time interval, were .85 (consistency) and .91 (security) (Grapko, 1957). Shaffer (1959) reviews the ICS Security Test in Buros' mental measurements yearbook. He states that the test is most suitable for children in Grades 4, 5, and 6. A description of the ICS Security Test and technical information are found in Appendix B.

2. The Institute of Child Study (ICS) Personality Scale (also called the Self-Rating Attitude Scale) was devised by Grapko (1953), and is based on the security theory formulated by Blatz (1944). The

test is composed of 60 statements divided into three broad areas: familial, social, and avocational. The response format is agreement rating. The test is designed to obtain a pattern of security development. The reliability is reported by Grapko (1953) to be .72 for 46 nurses over a two-month interval. A copy of the scale description, technical data, actual scale, and item analysis are found in Appendix C.

3. The Selected Motive-Related Behavior Self-Rating Scale (SRS) was developed by Kagan and Moss (1962). It is a test designed to measure defensive responses and modes of interpersonal interaction. It is intended to be used with children between the ages of 12 and 18. The SRS is composed of 45 items in which the response format is agreement rating. The selected motive-related behaviors are classified into seven areas: aggression, hostility, dependency, affiliation, physical harm anxiety, status needs, and compulsivity. A description of the test, scale items, item analysis, and technical data are found in Appendix D.

Other instruments used by the investigator with the case study subjects are reported as follows:

The Thematic Apperception Test (TAT) is a projective personality technique developed by Murray (1943). The test consists of a number of pictures shown, one at a time, to a subject who is asked to tell a story for each. The following TAT cards were used: (a)

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boys and girls--1, 13MF, 5, 8BM, 10, 3BM, and 16; (b) males--18BM, 7BM, and 14; and (c) females--18GF, 7GF, and 8GF. The stories were analyzed in order to determine the pattern of dominant drives, emotions, sentiments, and conflicts of a personality. The "Korellan Method" (Korella, 1971) was used to quantify the personality findings. See Personality Analysis Form in Appendix H.

Personal Coat of Arms is a short method of determining a person's values. The individual is asked to symbolize achievement, goals, strengths, and convictions. For example, the individual is asked to "draw two things you are good at." It was taken from Simon, Howe, and Kirschenbaum's (1972) book on Values Clarification. See Appendix K for a copy of the Personal Coat of Arms.

Procedure

In April 1973 the investigator administered the ICS Personality Scale to 87 students in Grades 11 and 12 who had taken the ICS Security Test six years earlier in the first half of 1967. This test is compared with: (a) the student's previous ICS Security Test, (b) the Kagan and Moss SRS, and (c) academic grades. Also, a follow-up has been conducted on the 87 subjects as of January 1975 to determine their present status. Four subjects (2 boys and 2 girls) were selected in January 1975 for more extensive individual assessment regarding stability of patterns of security.

Data Analysis

The Pearson product moment correlation coefficients were computed between the ICS security scores (January and June 1967) and the 1973 scores (ICS Personality Test, Self-Rating Scale, and academic grades). The step-wise multiple regression analyses (Glass & Stanley, 1970), using the ICS security scores as the predictors and the ICS Personality Scale scores as criteria were performed. Briefly, a regression analysis is a method of predicting a future score (criterion score) from the knowledge of a present score (predictor score). The step-wise component of the regression analysis indicates the score(s) that significantly predict a specific criterion score. In the present study, a step-wise regression analysis procedure was used to determine which security score(s) in 1967 predicted related security scores in 1973. For example, in Table 6 (p. 101), one can predict the IDS familial score (criterion score) for both boys and girls at adolescence from knowledge of the IDS security score (predictor score) during childhood. Only one step is involved in predicting familial IDS in the above example.

The TAT protocols of the 4 case studies were blindly and independently scored by the two raters. The two raters received supervised training under Dr. Karl Korella. The ratings between judges 1 and 2 show a substantial degree of agreement ($r = .71$), ranging from .51 to .87. See Appendix I for detailed agreement.

CHAPTER VII

Results

The results shown in Tables 1 to 14 inclusive can be summarized as follows:

1. Stability (reliability) coefficients comparing January and June administrations of the ICS Security Test (The Story of Jimmy) show a substantial stability in scores and, correspondingly, in security behaviors over a 5-month period in 1967. The boys and girls combined show greater stability in test-retest scores than do either boys or girls separately ($\underline{p} < .01$). Comparing these data to stability coefficients obtained in other studies (Kenora, 1973; and Meaford, 1970-1972), it appears that the present sample shows generally less stability in security behaviors. Nevertheless, most coefficients in the present study achieve statistical significance.

2. From an examination of Tables 2, 3, and 4, it can be seen that there are few significant correlations between the security scores in 1967 and 1973. Those that do attain significance are moderately low. However, some are significant, and some stability is noted with the boys and girls combined and analyzed separately.

Using the 1967 January and June results of the ICS Security Test (The Story of Jimmy) and correlating these scores with the 1973 ICS Personality Scale scores, the following findings are

Table 1

Stability Coefficients of the Institute of
Child Study Security Test Over a 5-Month Period

ICS Security Test Scores[a]	Boys ($\underline{n} = 37$)	Girls ($\underline{n} = 50$)	Combined ($\underline{N} = 87$)
Security Score	.52**	.61**	.58**
Consistency Score	.65**	.58**	.64**
Deputy Agents	.51**	.39**	.44**
Immature Dependent Security	.31	.33*	.37**
Independent Security	.47**	.46**	.49**
Insecurity	.28	.58**	.45**
Mature Dependent Security	.51**	.60**	.58**

[a] The ICS Security Test was administered in January and June 1967.

*$\underline{p} < .05$

**$\underline{p} < .01$

noted (see Table 2 for coefficients): (a) Children who are not secure in Grades 5 and 6 tend to be highly adult dependent in their family activities as adolescents. (b) Children who exhibit high adult dependency in Grades 5 and 6 are likely to be adult dependent in family affairs as adolescents. Children who tend not to prefer adult dependency are likely not to rely on making excuses and likely not to feel insecure in family activities as adolescents. Also, children who are not adult dependent in Grades 5 and 6 are likely not to be insecure as adolescents. (c) Children who are independently secure (self-reliant) at ages 10 and 11 are likely not to be highly dependent upon family members (especially, the parents) at ages 16 and 17. (d) Children who manifest good peer relations at ages 10 and 11 are likely not to be highly dependent upon the family as adolescents, but tend to be insecure in family activities. (e) Children who are insecure at ages 10 and 11 are likely to manifest high dependence upon others in leisure time activities and in all other areas of life.

3. Comparing the boys and girls separately, the results in Tables 3 and 4 show some dramatic sex differences

The findings are reported as follows: (a) Boys who do not rely on adult help as children do not manifest insecurity and poor conscience (moral) development in their family relationships and

Table 2

Correlation Coefficients Between the 1967 Institute of Child Study Security Test Scores

and the 1973 Institute of Child Study Personality Scale (N = 87): Boys and Girls

		ICS Personality Scale																	
		Familial				Social				Avocational					Total				
ICS Security Test		IS	IDS	DA	INS	MDS	IDS	DA	INS	IS	MDS	IDS	DA	INS	IS+ MDS	IDS	DA	INS	MHQ
									January 1967										
Security Score	(SS)	-07	-23*	-03	19	-00	-08	-10	06	14	00	-03	-02	-12	03	-15	-07	08	-04
Consistency Score	(CS)	-11	-19	-01	17	04	01	-10	03	15	04	-02	-02	-12	05	-08	-05	06	-01
Deputy Agents	(DA)	-11	-18	01	19	-06	03	-06	04	08	08	05	09	-07	02	-04	01	09	-05
Immature Dependent Security	(IDS)	-08	-29*	21*	29**	07	01	-04	10	09	-05	-06	11	12*	-03	-19	14	23*	-16
Independent Security	(IS)	11	24*	05	-18	01	03	13	-08	-11	-02	-01	04	09	00	12	10	-09	06
Insecurity	(INS)	-00	-17	-11	10	02	-17	-10	03	17	-05	-09	-11	-20	06	-18	-14	-01	-03
Mature Dependent Security	(MDS)	03	22*	-11	-24*	-03	08	03	-05	-15	02	07	-10	06	-05	18	-08	-13	06
									June 1967										
Security Score	SS	-04	-17	10	06	-02	-09	-09	-10	10	-07	-12	04	-08	01	-17	03	-04	02
Consistency Score	CS	02	-11	06	01	-00	-05	-11	-11	13	-06	-13	02	-12	04	-12	-01	-08	06
Deputy Agents	DA	-03	-10	14	14	06	02	-12	-02	02	-03	-01	02	07	03	-05	04	09	-05
Immature Dependent Security	IDS	03	08	-18	-09	01	-01	-02	-03	19	-02	16	-01	-14	07	13	-12	-11	11
Independent Security	IS	04	12	-07	-05	-03	03	14	10	-13	04	07	-00	08	-04	09	02	05	-04
Insecurity	INS	-05	-20	11	03	-08	-17	-03	-12	06	-07	-22**	06	-13	-04	-27**	07	-08	02
Mature Dependent Security	MDS	01	10	-10	-04	06	13	01	06	-10	07	02	-06	08	-00	11	-03	03	-01

Note. Decimal point omitted.

Abbreviation MHQ is mental health quotient which is determined by adding the total independant security score with the total mature dependent security score, and subtracting the total insecurity score.

$^{*}p < .05$

$^{**}p < .01$

Table 3

Correlation Coefficients Between the 1967 Institute of Child Study Security Test Scores

and the 1973 Institute of Child Study Personality Scale ($\underline{n}$ = 37): Boys

		ICS Personality Scale																	
		Familial				Social				Avocational					Total				
ICS Security Test		IS	IDS	DA	INS	MDS	IDS	DA	INS	IS	MDS	IDS	DA	INS	IS+ MDS	IDS	DA	INS	MHQ
January 1967																			
Security Score	(SS)	00	-22	-08	24	-10	-05	-02	09	14	07	-19	-11	-14	10	-14	-05	11	-01
Consistency Score	(CS)	-10	-20	05	23	-06	00	02	04	24	17	-18	-03	-16	18	-07	02	07	-06
Deputy Agents	(DA)	-02	-21	-02	12	-16	02	05	-03	09	17	-08	-04	-17	10	-04	-01	-02	-07
Immature Dependent Security	(IDS)	03	-23	33*	42**	-05	-02	21	12	15	-08	-20	19	26	02	-26	33*	37*	-22
Independent Security	(IS)	05	29	-02	-22	16	05	02	-10	-06	-07	07	10	04	-02	-12	03	-14	08
Insecurity	(INS)	03	-12	-09	19	-02	-09	-13	12	16	02	-25	-20	-22	11	-12	-17	06	03
Mature Dependent Security	(MDS)	-07	13	-12	-32*	02	02	-10	-04	-24	-05	33*	-03	10	-16	19	-11	-14	-01
June 1967																			
Security Score	SS	-02	-24	14	09	-24	-10	07	-10	07	04	-24	11	-05	-02	-23	14	-01	-01
Consistency Score	CS	-04	-22	14	16	-26	-04	06	-11	10	09	-21	12	-04	-01	-16	14	03	-02
Deputy Agents	DA	-09	-12	18	23	-11	18	-12	-03	07	09	-08	05	-08	-01	02	06	11	-08
Immature Dependent Security	IDS	15	06	-19	-12	-04	-14	20	-23	02	04	10	04	02	06	05	-01	-14	13
Independent Security	IS	-01	22	-11	-02	10	04	-01	24	-08	-10	17	-09	05	-06	14	-10	10	-10
Insecurity	INS	-03	-26	14	06	-29	-21	13	-01	05	-03	-32*	10	-07	-06	-35*	16	-01	-03
Mature Dependent Security	MDS	00	13	-04	-14	36*	15	-19	-04	-05	03	16	-10	01	10	19	-13	-09	11

Note. Decimal point omitted.

Abbreviation MHQ is mental health quotient which is determined by adding the total independent security score with the total mature dependent security score and subtracting the total insecurity score.

$^{*}\underline{p} < .05$

$^{**}\underline{p} < .01$

Table 4

Correlation Coefficients Between the 1967 Institute of Child Study Security Test Scores and the 1973 Institute of Child Study Personality Scale (n = 50): Girls

ICS Security Test		ICS Personality Scale																	
		Familial				Social				Avocational					Total				
		IS	IDS	DA	INS	MDS	IDS	DA	INS	IS	MDS	IDS	DA	INS	IS+ MDS	IDS	DA	INS	MHQ
January 1967																			
Security Score	(SS)	-10	-24	00	16	-06	-26*	02	06	06	-10	07	12	-02	-09	-22	05	10	-13
Consistency Score	(CS)	-08	-20	01	14	-04	-15	01	04	-06	-11	08	07	01	-15	-15	03	10	-15
Deputy Agents	(DA)	-14	-16	07	24	-09	-06	-02	11	01	-01	13	24	07	-10	-07	12	20	-19
Immature Dependent Security	(IDS)	-15	-31*	24	20	01	-16	-03	12	-13	-08	05	13	15	-20	-22	18	21	-23
Independent Security	(IS)	14	21	05	-17	06	20	-00	-08	-06	07	-06	-08	02	11	19	-00	-11	14
Insecurity	(INS)	01	-21	-08	03	-03	-37**	07	-02	11	-15	01	00	-12	-03	-26	-03	-03	-01
Mature Dependent Security	(MDS)	07	29*	-16	-21	05	25	-02	-07	01	11	-11	-22	-06	11	22	-18	-16	18
June 1967																			
Security Score	SS	-04	-11	11	04	07	-17	-14	-10	07	-17	-05	02	-06	00	-15	02	-04	00
Consistency Score	CS	10	-03	05	-11	08	-20	-10	-10	08	-23	-09	-02	-11	02	-13	-01	-14	08
Deputy Agents	DA	02	-10	13	08	13	-13	-09	-01	-04	-12	03	01	15	05	-10	05	09	-05
Immature Dependent Security	IDS	-03	12	-13	-07	-06	-00	-05	10	28*	-09	20	-01	-20	03	16	-10	-07	05
Independent Security	IS	05	06	-08	-06	-04	10	16	01	-13	17	02	03	06	01	08	02	-01	03
Insecurity	INS	-06	-15	12	01	04	-18	-12	-21	03	-14	-17	04	-15	-05	-22	04	-13	04
Mature Dependent Security	MDS	-01	08	-04	04	-08	21	06	11	-08	14	-07	-08	09	-05	09	-03	10	-07

Note. Decimal point omitted.

Abbreviation MHQ is mental health quotient which is determined by adding the total independent security score with the total mature dependent security score and subtracting the total insecurity score.

$^{*}p < .05$

$^{**}p < .01$

other life areas (social and avocational) as adolescents. (b) Boys who have good peer relationships at ages 10 and 11 are likely to be insecure in family relationships as adolescents. However, they tend not to rely on adult help in regard to leisure activities as adolescents. (c) Boys who show a preference for insecure behavior as children are likely to be dependent upon adult help and intervention in their leisure time activities and, generally, are highly adult dependent in other areas of life. (d) Boys who manifest good peer relations as children are less likely to continue to show good peer relationships in their social lives as adolescents. (e) Girls who are secure as children are not likely to rely on adult help and intervention in their social lives as adolescents. No such relationships were found with boys. (f) Girls who rely on adult help and intervention as children are likely to continue to show high dependency upon parents in family activities as adolescents. No such relationship is shown for boys. (g) Girls who are insecure and anxious as children tend to rely on adult assistance and intervention in their social lives as adolescents. (h) Girls who show good peer relationships as children are not likely to rely on adult intervention in their family lives as adolescents. (i) Girls who are highly adult dependent as children are likely not to display independent, self-reliant behavior in their leisure time activities as adolescents.

4. Comparing the January and June 1967 administrations of the ICS Security Test with 1973 academic grades, the following results are noted (see Table 5 for coefficients): (a) Children who are not adult dependent in Grades 5 and 6 are likely to perfrom well in English as students in Grades 11 and 12. Also, children who are insecure in Grades 5 and 6 tend to perform well in Mathematics as students in Grades 11 and 12. (b) Boys who are not secure and display poor peer relationships as children (Grades 5 and 6) tend to perform well in Mathematics as adolescents in Grades 11 and 12. No such relationship is shown for girls. (c) Girls who have good peer relationships and are not highly adult dependent as children (Grades 5 and 6) are likely to perform well in English as adolescents (Grades 11 and 12). The girls and boys are significantly different ($\underline{p} < .01$) on the security variables and English performance (see Table 5).

5. Regarding prediction of security behavior over a period of 6 years, the following trend of security variables appears to predict best: (a) Immature dependent security, insecurity, and mature dependent security predict best for boys. (b) Insecurity and deputy agents predict adult dependency in the social area of life for girls. Also, immature dependent security, together with mature dependent security predicts adult dependency in the familial and social areas for girls. (c) Immature dependent security and in-

Table 5

Correlation Coefficients Between the Institute of Child Study Security

Test Scores and Academic Grades over a 6-Year Period

ICS Security Test Scores		English Grades[a]			Math Grades[a]		
		Boys (n = 37)	Girls (n = 50)	Combined (N = 87)	Boys (n = 37)	Girls (n = 50)	Combined
		January 1967					
Security Score	(SS)	-09	08	07	-21	08	-08
Consistency Score	(CS)	-01	22	18	-16	16	-03
Deputy Agents	(DA)	-23	02	-03	-30	-02	-17
Immature Dependent Security	(IDS)	-02	-01	08	06	15	06
Independent Security	(IS)	11	-08	-08	14	-09	06
Insecurity	(INS)	02	11	12	-17	12	-04
Mature Dependent Security	(MDS)	08	-03	-04	21	-07	09
		June 1967					
Security Score	SS	-18	16	05	-32*	06	-14
Consistency Score	CS	-21	25	11	-29	16	-08
Deputy Agents	DA	-26	10	-02	-24	12	-05
Immature Dependent Security	IDS	-03	40**	27*	-06	26	09
Independent Security	IS	11	-19	-10	22	-12	05
Insecurity	INS	-11	02	-01	-30	-12	-22*
Mature Dependent Security	MDS	25	-27*	-09	36*	-11	14

Note. Decimal point omitted.

[a] The academic grades were the most current scores from school records.

*$p < .05$

**$p < .01$

security predict similar personality variables 6 years later in the various areas of life for the boys and girls combined. (See Table 6 for the specific predictors and criteria.)

6. Using the 1967 January and June results of the ICS Security Test and correlating these scores with the Self-Rating Scale, the following findings are noted (see Table 7 for coefficients): (a) Children who are secure, self-reliant and well organized at ages 10 and 11 are likely not to be concerned or anxious with status needs as adolescents (ages 16 and 17). (b) Children who are adult dependent at ages 10 and 11 tend to be highly concerned about status needs as adolescents. Conversely, children who are independently secure in Grades 5 and 6 are likely not to be concerned over status needs as adolescents. (c) Children who are insecure in Grades 5 and 6 are likely to be concerned over affiliation motives as adolescents (Grades 11 and 12).

7. From an examination of Tables 8 and 9 comparing the ICS Security Test with the Self-Rating Scale, the following sex differences appear: (a) Boys who are secure and well organized as children (Grades 5 and 6) show little dependence as adolescents. Also, boys who are insecure and adult dependent as children tend to display high dependency motives as adolescents. Conversely, boys who are independently secure and who have good peer relationships are likely not to display high dependency needs as adoles-

Table 6

Summary of Step-Wise Regression Analysis of the 1967 ICS Security Test as Predictor and the 1973 ICS Personality Scale as Criterion

		Weights							
Predictor(s) 1967	Criterion	b_1	b_2	b_3	b_4	b_5	b_6	Constant(a)	F
Boys ($\underline{n}$ = 37)									
CS, IDS[a], INS, IDS[b], IS	Familial DA	.03	.24	-.17	-.31	-.17		27.09	2.79*
CS, DA, IDS[a], IDS[b], INS, MDS	Familial INS	.05	-.11	.27	-.40	-.16	-.32	41.53	2.52*
IS, MDS	Social MDS	-.10	.21					12.36	3.56*
MDS	Avocational IDS	.08						7.40	4.38*
INS	Total IDS	-.24						49.44	4.82*
IDS	Total DA	.33						15.51	4.31*
IDS	Total INS	.44						11.16	5.48*
Girls ($\underline{n}$ = 50)									
IDS[a], MDS, IDS[b]	Familial IDS	-.29	.20	.26				12.22	3.77*
SS, DA, INS	Social IDS	-.12	.16	-.01				14.37	3.17*
Boys and Girls ($\underline{N}$ = 87)									
IDS	Familial IDS	-.14						18.59	5.69*
IDS[a], IDS[b]	Familial DA	.21	-.20					9.57	5.82*
IDS[a], IDS[b]	Familial INS	.37	-.23					6.17	6.02**
INS	Avocational IDS	-.08						14.59	4.46*
INS	Total IDS	-.21						48.37	6.45**
IDS[a], IDS[b]	Total INS	.43	-.32					26.57	4.75**

Note. Abbreviations are as follows: SS = Security Score; CS = Consistency Score; DA = Deputy Agents; IDS = Immature Dependent Security; IS = Independent Security; INS = Insecurity; MDS = Mature Dependent Security.

[a] = January 1967

[b] = June 1967

$\hat{Y} = a + b_1 x_1$

*$\underline{p} < .05$

**$\underline{p} < .01$

Table 7

Correlation Coefficients Between the Institute of Child Study Security Test Scores and the Self-Rating Scale (N = 87): Boys and Girls

		Self-Rating Scale[a]						
ICS Security Test		Agg.	Host.	Dep.	Affil.	Ph. Harm	St. Needs	Comp.
		January 1967						
Security Score	(SS)	-06	-08	-04	-07	16	-13	09
Consistency Score	(CS)	-00	-04	-05	-10	13	-15	-01
Deputy Agents	(DA)	-07	03	-02	-09	19	-02	04
Immature Dependent Security	(IDS)	05	03	04	04	14	-15	00
Independent Security	(IS)	09	12	01	03	-21	11	-02
Insecurity	(INS)	-04	-15	-08	-08	07	-17	15
Mature Dependent Security	(MDS)	-03	-04	05	09	-11	14	-13
		June 1967						
Security Score	SS	06	-01	-09	-17	-05	-22*	-02
Consistency Score	CS	02	-02	-04	-06	-02	-27*	-08
Deputy Agents	DA	-05	11	01	08	08	-07	-01
Immature Dependent Security	IDS	11	05	02	-03	-08	-22*	-10
Independent Security	IS	-06	02	04	06	-00	24*	03
Insecurity	INS	09	-10	-16	-33**	-13	-19	01
Mature Dependent Security	MDS	-07	-07	09	21	12	17	06

Note. Decimal point omitted.

The Institute of Child Study Security Test was administered in 1967 over two periods--January and June. [a]The Self-Rating Test was administered in April 1973. Abbreviations for the Self-Rating Scale are: Agg. = Aggression; Host. = Hostility; Dep. = Dependency; Affil. = Affiliation; Ph. Harm = Physical Harm Anxiety; St. Needs = Status Needs; Comp. = Compulsivity.

*$p < .05$

**$p < .01$

Table 8

Correlation Coefficients Between the Institute of Child Study Security Test Scores and the Self-Rating Scale (n = 37): Boys

ICS Security Test		Self-Rating Scale[a] Agg.	Host.	Dep.	Affil.	Ph. Harm	St. Needs	Comp.
		January 1967						
Security Score	(SS)	01	-10	-35*	-03	04	-08	-14
Consistency Score	(CS)	08	-06	-40*	03	-01	-06	-06
Deputy Agents	(DA)	02	05	-37*	-12	-06	-04	-23
Immature Dependent Security	(IDS)	05	08	-17	13	06	-09	-04
Independent Security	(IS)	03	15	35*	-01	-11	-02	16
Insecurity	(INS)	-03	-20	-25	-02	07	-11	-05
Mature Dependent Security	(MDS)	-06	-08	27	04	07	20	10
		June 1967						
Security Score	SS	05	00	-47**	-18	05	-11	-38*
Consistency Score	CS	03	03	-52**	-05	11	-08	-44**
Deputy Agents	DA	-04	02	-23	22	02	-06	-38*
Immature Dependent Security	IDS	28	04	-45**	-17	-12	-21	-17
Independent Security	IS	-12	09	54**	10	-02	24	40*
Insecurity	INS	01	01	-35*	-33*	09	-01	-24
Mature Dependent Security	MDS	-02	-16	38*	21	-00	-02	32*

Note. Decimal point omitted.

The Institute of Child Study Security Test was administered in 1967 over two periods--January and June. [a] The Self-Rating Test was administered in April 1973. Abbreviations for the Self-Rating Scale are: Agg. = Aggression; Host. = Hostility; Dep. = Dependency; Affil. = Affiliation; Ph. Harm = Physical Harm Anxiety; St. Needs = Status Needs; Comp. = Compulsivity.

*$p < .05$

**$p < .01$

Table 9

Correlation Coefficients between the Institute of Child Study Security Test Scores and the Self-Rating Scale (n = 50): Girls

ICS Security Test		Self-Rating Scale[a] Agg.	Host.	Dep.	Affil.	Ph. Harm	St. Needs	Comp.
Security Score	(SS)	-09	04	05	-06	12	03	15
Consistency Score	(CS)	-07	12	06	-14	07	-00	-10
Deputy Agents	(DA)	-14	11	12	-04	25	16	14
Immature Dependent Security	(IDS)	10	16	07	04	03	09	-13
Independent Security	(IS)	15	-04	-11	00	-14	-06	-02
Insecurity	(INS)	-05	-04	-05	-10	01	-09	22
Mature Dependent Security	(MDS)	-02	-11	-01	-09	-11	-07	-22
		June 1967						
Security Score	SS	09	05	09	-14	-19	-21	16
Consistency Score	CS	02	04	18	-03	-22	-27	06
Deputy Agents	DA	-05	19	12	03	08	-04	17
Immature Dependent Security	IDS	05	15	22	08	-18	-09	-16
Independent Security	IS	-03	-09	-19	01	09	15	-13
Insecurity	INS	18	-15	-07	-32*	-34**	-27*	16
Mature Dependent Security	MDS	-12	-09	-03	19	29*	20	-04

Note. Decimal point omitted.

The Institute of Child Study Security Test was administered in 1967 over two periods--January and June. [a] The Self-Rating Test was administered in April 1973. Abbreviations for the Self-Rating Scale are: Agg. = Aggression; Host. = Hostility; Dep. = Dependency; Affil. = Affiliation; Ph. Harm = Physical Harm Anxiety; St. Needs = Status Needs; Comp. = Compulsivity.

*$p < .05$

**$p < .01$

cents. No such relationships are shown for girls. (b) Boys who are insecure and anxious as children are likely to show high affiliation needs as adolescents. (c) Boys who are secure and well organized as children tend not to be compulsive as adolescents. Boys who have good conscience development as children are likely to be compulsive as adolescents. Also, boys who are independently secure (self-reliant) and have good peer relationships are likely to be less compulsive as adolescents. These relationships are not shown for girls. (d) Girls who are insecure and anxious as children (Grades 5 and 6) are likely to be concerned over affiliation needs, physical harm anxiety, and status needs as adolescents. (e) Girls who have good peer relationships as children are likely not to be concerned over physical harm anxiety as adolescents.

8. Intertest correlations between the ICS Personality Scale and the Self-Rating Scale are reported in Tables 10, 11, and 12 in Appendix E.

9. Intercorrelations among the subtests of the ICS Personality Scale are reported in Table 13 found in Appendix F.

10. Intercorrelations among the subtests of the Self-Rating Scale are reported in Table 14 found in Appendix G.

Results Related to Hypotheses: A Summary

General hypothesis. The stability coefficients reported in

Table 1 indicate the consistency of security behavior over a 5-month period for both boys and girls, separately and combined. Regarding stability of the same subjects over a 6-year period, much less consistency is demonstrated in security behavior. The significant correlations reported in Tables 2, 3, and 4 are moderately low. Therefore, the support of the general hypothesis that security development will remain relatively stable over a 6-year period is only partially supported. A regression analysis indicated that several security variables as measured by the ICS Security Test at Grades 5 and 6 are good predictors of theoretically related security behavior 6 years later. (See Table 6 for coefficients.)

Specific hypotheses.

Hypothesis 1(a) stated that a positive relationship between high pupil security and consistency scores in Grades 5 and 6 and high academic (English and Math) achievement in late high school (Grades 11 and 12) was expected. This hypothesis is not supported by the data. However, an interesting sex difference occurred. Girls who are not adult dependent as Grade 5 and 6 pupils, and who have good peer relationship are likely to perform well in English in Grades 11 and 12. Boys showed no such relationship. However, boys who are not secure as Grade 5 and 6 pupils, and who do not have good peer relationships tend to excel in mathematics in Grades 11 and 12. See Table 5 for specific correlations.

Hypothesis 1 (b). Inadequate patterns of security development in Grades 5 and 6 (i.e., low security and consistency scores), as well as a preference for insecurity, immature dependent security and deputy agents, are not significantly related to low student achievement in Grades 11 and 12. Therefore, Hypothesis 1 (b) is not supported.

Hypothesis 2. Hypothesis 2 states that sex differences in stability of security over time will emerge. Although the correlations are only moderate, several interesting sex differences did occur. This hypothesis is supported by the data shown in Tables 3 and 4. However, girls do not display greater stability of security behavior over time (i.e., from Grade 6 to Grade 12). On the contrary, boys appear to be more stable in exhibiting theoretically related security behavior in late high school. Girls who tend to be adult dependent as children are likely to continue to be adult dependent in various areas of their lives as adolescents.

Hypothesis 3. Stability of security behavior in the case studies will be elaborated upon in the Case Study section.

CHAPTER VIII

Discussion, Limitations, and Implications

Discussion

The present study has been primarily focused on the stability of security behavior of 87 students over a six-year period (Grades 5 and 6 to Grades 11 and 12). The major intent was to discover those security patterns that remained relatively consistent and were predictive of theoretically related behavior after a six-year period.

The stability of security behavior of boys and girls separately was analyzed. The relation of security status to school achievement was examined to note patterns and possible sex differences.

The data lend partial support to the major hypothesis regarding the stability of security behavior. No support is given to the hypothesized relationship between high pupil security and consistency scores in elementary school and high achievement in late secondary school. Inadequate security status is not related significantly to low school achievement. Support is given to the hypothesized sex differences regarding stability of security behavior over time. Stability of security status is noted in the case studies that follow this chapter. The significance of these findings is discussed below.

The significant correlations, although moderately low, agree with other major studies of the stability of personality variables when self-report instruments are used (Bloom, 1964).

The discussion to follow is divided into three major sections. The first part is devoted to an examination of the patterns of support and nonsupport of the hypotheses. The second deals with limitations of the present study. The third and concluding section deals with an integration of the significance and implications of the findings. Heuristic components of the study are also discussed.

The stability of security behavior is demonstrated in the students over a five-month period. However, over the six-year period, few significant correlations result. It may be that the two instruments--the ICS Security Test and the ICS Personality Test--are not measuring the same security variables. Perhaps developmental changes (physiological and psychological) that occur between the ages of 10 to 11 and 16 to 17 make the measurement of basic security status difficult.

There appears to be support for Blatz' statement (1966) that security or basic approaches to various areas of life seems to crystallize around the age of 10 or 11. The finding that children who are not secure in Grades 5 and 6 are likely to be highly adult dependent in family activities as adolescents is congruent with security theory. Children who lack self-confidence and have a poor self-concept are very likely to be dependent upon significant others in family affairs. They lack initiative and a good approach to learning. Also, children who display high adult dependency continue to demonstrate adult dependency as adolescents. It may be that parental agents make all the decisions and accept their consequences for their children. Therefore, children have no need to develop skills and independent action. Conversely, the findings seem to indicate that children who are not adult dependent tend to be less insecure in many areas of life.

The result that children who have good peer relationships in Grades 5 and 6 are likely to be less dependent upon the family, but tend to be insecure in family activities during adolescence, may suggest that sociable children have a greater emancipation problem at adolescence.

Insecurity in children seems to manifest itself in high dependency in all areas of life during adolescence. This insecure individual would likely be described as reticent, shy, backward, and a follower by his family, peers, and teachers.

Generally, it appears that negative mental health attributes (specifically, insecurity and high adult dependency) during childhood are likely to be predictive of theoretically related traits during adolescence.

With regard to the stability of security behavior, some sex differences emerged. Sex differences are likely related to the differential cultural pressures brought upon males and females in our society. Similar results have been found by other researchers (Maccoby & Jacklin, 1974; MacFarlane et al., 1954). Communication of sex-role expectations may be a subtle mixture of modeling, reinforcement, and socialization theories. The finding that sociable boys tend to be less social as adolescent males may be explained in terms of cultural expectations of boys. Boys may be expected to become independent more quickly and not rely on peers for help. Boys who rely on adult help as children tend not to be insecure in various areas of life. It may be important for boys to rely upon parents to help them "check out" various perceptions. Insecurity in boys appears to be predictive of high adult dependency in adolescence. The childhood insecurity is transferred to agents who are able to act on behalf of the boys in adolescence.

The finding that girls who rely on adult help and intervention as children are likely to continue to rely on adult help and intervention in their family lives as adolescents is interesting. This finding suggests that as girls grow older they may be expected to be dependent. In the Kagan and Moss (1962) longitudinal study, the importance of cultural rules in determining both behavioral change and stability is emphasized. Passive and dependent behavior are subjected to consistent cultural disapproval for men but not for women. This disapproval is communicated to the child through the direct rewards and punishments issued by peers and adults. It is not surprising, then, that girls who rely on parental help continue to display dependency in family activities during adolescence. In the present study, girls showed dependency in adolescence when their childhood behavior revealed insecurity and adult dependency. Female adolescent dependency is shown in the areas of family activities, social events, and leisure-time interests.

Girls who have poor peer relationships tend to be highly dependent upon their parents in family activities. The needs of approval and companionship appear to be satisfied in parental dependency.

It appears that differential sex expectations and treatment are communicated from the culture to children between the ages of 10 and 16. It begins in infancy with "pretty little girls" and "rough aggressive boys," and continues through adolescence with "obedient, passive, dependent girls" and "independent, aggressive, breadwinning boys."

Several studies (Bryan, 1953; Hiremath, 1962; Scannell, 1958; Traxler, 1950) report the stability of achievement over time. Others (Alexander, 1961; Dave, 1963) report the effect of environmental indices, such as socio-economic class, education of parents, occupational status, and social class, on school achievement. Few

(Davidson & Lang, 1960; Dinkmeyer, 1970; Grapko, 1960) report the relationship of self-concept or security measures to school achievement. The present study lends some support to the relationship of security behavior and school performance. Children who are not adult dependent in Grades 5 and 6 tend to perform well in English in Grades 11 and 12. This finding suggests that independent thought and expression are important prerequisites for good English performance. Those students who are adult dependent may not be given the chance for self-expression--whether right or wrong!

The finding that insecure children in Grades 5 and 6 tend to perform well in Mathematics is interesting. It lends credence to the notion that the exacting subject matter of Math requires a certain degree of insecurity which is handled by the expression of competence.

The result that boys perform well in Mathematics concurs with Maccoby and Jacklin (1974), who report that boys do better than girls in Mathematics. However, those boys who do well in Mathematics tend to have little confidence and poor peer relationships as children. This is a surprising finding.

The finding that girls who have good peer relationships and are not adult dependent as children are likely to perform well in English as adolescents is congruent with Maccoby and Jacklin (1974). They state that girls from age 11 on are superior to boys in verbal fluency. No such relationship was shown for boys.

The majority of security variables in childhood that seem to predict theoretically related personality variables in adolescence can be classified as negative mental health traits. More "negative" security variables are predictive for boys than for girls. This finding seems to indicate that boys are more stable in negative security status over a six-year period. On the other hand, few negative security variables seem to be predictive for girls. Insecurity in boys (age 10 or 11) is likely to be a good predictor of adult dependence in all areas of the adolescent boy's life. Adult dependency in childhood is particularly predictive of the use of deputy agents and insecurity in all areas of the boy's adolescent life. Adult dependency in the family and social areas at adolescence for girls can be predicted from the following childhood security variables: immature dependent security and mature dependent security; and the security score, deputy agents, and insecurity. Specifically, adult dependency in the social area of life at adolescence can be predicted from the following combination of ICS security scores during childhood: security score + deputy agent + insecurity. Girls are expected to be dependent as adolescents. Generally, for both boys and girls, negative mental health traits (immature dependent security and insecurity) are predictive of theoretically related security behavior at adolescence.

Five out of 49 significant correlations are noted between the 1967 June ICS Security Test scores and the SRS scores over a six-year period. However, some are noteworthy. Again, positive mental health characteristics are significantly related to mental health producing motives. Children who are secure, self-reliant, and well organized at age 10 and 11 are less concerned with high status needs as adolescents. Highly affiliative adolescents tended to be insecure as children at age 10 and 11.

Sex differences regarding the relation of security behavior to adolescent needs are instructive. Boys who are secure and well organized as children are likely to show little dependence and compulsiveness as adolescents. Boys who are insecure and adult dependent as children tend to display high dependency and affiliation motives as adolescents. Also, boys who are independently secure, have good peer relationships, and a tendency for good conscience development, are likely not to be compulsive as adolescents. This finding concurs with security theory.

Insecure, anxious girls as children tend to display high affiliation, physical harm anxiety, and status needs as adolescents. To compensate for a lack of confidence and personal competence, girls manifest anxiety over affiliative, physical harm, and status needs.

The results present some support of the major hypothesis regarding stability of security over a six-year period. Some interesting sex differences and school achievement in relation to security status were discussed.

Limitations

Three limitations, namely, self-report scales, special characteristics of the sample, and ex post facto research,will be discussed in reference to the present study.

The weaknesses of self-rating scales are well documented elsewhere (Guilford, 1954; Kerlinger, 1973). Briefly, two weaknesses--social desirability and the error of central tendency--contribute to make instrument validity suspect. The social desirability factor is the tendency to rate an item in the direction that is socially accepted and expected. The error of central tendency can affect the validity of self-report instruments. It is the general likelihood to avoid extreme judgments and rate down the middle of a rating scale.

The special characteristics of the longitudinal sample must be considered when interpreting the results. Due to the high attrition rate, the 87 students remaining may have particular "school survival" characteristics which may be reflected in their security status. The students selected themselves into the sample studied. It is noted that some 52% of the sample are still involved in academic studies as of January 1, 1975. The sample, therefore, is biased in the direction of academics and a professional career. Some 48% of the sample are involved in employment in Kenora, Ontario.

The present study is of the ex post facto type. This type of research is one where the investigator has no direct control over independent variables. The variables, patterns of security, already exist in the individuals studied; hence, they are not manipulatable by the investigator. There is the risk of improper interpretation (i.e., in making causal statements). However, when ex post facto research is accompanied by testable hypotheses, the study is acceptable (Kerlinger, 1973). It is difficult to state whether security status at one point in time is directly related to a theoretically related security variable at a later time. However, if one is conservative and careful in interpretation, trends or patterns can be noted which will contribute to our understanding of personality consistency over time.

Implications

The implications of the present study are discussed in relation to (a) predictive validation of the ICS Security Test--The Story of Jimmy, (b) educational intervention programs, (c) clarification of the concept of security, (d) sex differences, and (e) future research.

The present study lends predictive validation for the Institute of Child Study Security Test. A purpose of the ICS Security Test is to locate growth patterns which may indicate future adjustment of the child. The ICS Personality Scale (Grapko, 1953) was used as the direct criterion in which to predict from the ICS Security Test. The present study spans a six-year period. Security status for the sample was determined in Grades 5 and 6 and again in Grades 11 and 12. Adult dependency in Grades 5 and 6 is predictive of related security behavior in all areas of life (familial, social, and avocational) in adolescence. Also, children who are adult dependent tend to be insecure and use deputy agents in family affairs. These children are resisting growth tendencies underlying the process of emancipation. Children who are insecure are likely to be highly adult dependent in all areas of life as an adolescent. It seems, then, that when immature dependent security and insecurity variables are expressed in children these tend to be most predictive of related security growth patterns in adolescence.

The ICS Security Test is more predictive for boys than girls. Boys who are independently secure and who have good peer relationships tend to have good peer relationships in their social lives as adolescents. However, boys who express a preference for adult dependence as children are likely to be insecure and rely on defense mechanisms in all areas of life as adolescents. Childhood insecurity in boys is likely related to adult dependency in adolescence. Girls who are adult dependent and who have poor peer relationships are likely to be highly dependent upon their parents. Also, girls' use of deputy agents and the expression of insecurity are related to adult dependency in the social activities of adolescent life.

Children in Grades 4, 5, or 6 who express inadequate patterns of security development, via the ICS Security Test, may be singled out for early educational intervention. These children are resisting growth tendencies underlying the process of emancipation. It seems important that these children be given an opportunity to improve their self-concept and approach to learning. Children who express inadequate patterns of security development may be grouped for instruction in personal-social skill development. Program materials are available that purport to develop a better self-concept in children (Anderson, Lang, & Scott, 1970; Dinkmeyer, 1970; Dupont, Ovilla, & Brody, 1975; Valett, 1974).

Behavioral motives in adolescence appear to be related to patterns of security development expressed in childhood. This finding adds some clarification to the concept of security. Concern over status needs tends not to be related to a person characterized by a good self-concept and good work habits. The motive for excessively high affiliation needs in adolescence is likely to be related to a pattern of insecurity in childhood.

Behavioral correlates of security development suggest some sex differences. Boys who are secure and have good work habits as children are likely to express little dependency and compulsive needs as adolescents. Conversely, boys who are insecure and adult dependent as children are likely to exhibit high dependency and affiliative needs as adolescents. Also, boys who have the potential for good conscience development, have good peer relationships, and are competent as children, tend to be less compulsive in their activities as adolescents. Girls who express a pattern of insecurity during childhood are likely to be highly concerned over affiliation and status needs, as well as being highly anxious over physical harm as adolescents.

Heuristically, the investigator would like to conduct further follow-up analyses of the security patterns expressed by individuals in the sample to note stability. This type of follow-up would add more strength to the present study.

It is difficult to know what effects "rich" experiences and traumatic events might have on the security development of an individual. A study designed to note the differential affects of enriching experiences (travel, deep cultural involvement and activity) and traumatic events (death in family, marriage problems, and accidents) on security development, as opposed to a consistent, regular kind of experience, may shed some light on the stability of security behavior under different conditions.

The richness of Blatz' ideas and research regarding child study should be made available to both education and psychology students. Post secondary educational institutions offering courses in "Early Child Education" and "Theories of Personality" should present the ideas and theory of child development espoused by Blatz.

Illustrative Case Studies
of
Security Development

CHAPTER IX

Several longitudinal studies regarding persistence of personality illustrate their findings with case studies (Davis, 1966; Escalona & Heider, 1959; Peck & Havighurst, 1960; White, 1966). The case studies of a longitudinal study most relevant to the present study is the book of Davis (1966). She assesses the growth of the child toward maturity and emancipation in the context of the degree of reciprocal trust he has in relation with his parents. The purpose of the case studies is to view a child's growth toward maturity through the spectacles of security theory. Stability of security development is traced. The pattern of security development is described through three periods: childhood (age 11 or 12), adolescence (age 17 or 18), and early adulthood (age 19 and 20).

The data were derived from self-rating scales, projective tests, interviews, autobiographies, and personality tests which can be found in total in Appendices C, D, J, M, P, and N, respectively. Four case histories (2 boys and 2 girls) illustrate patterns of security development. The case study names are fictitious.

Don (Case 028): Automotive Machinist

"The thing I prize or value most
in my life is a sense of humor."

Don B.

Don B. is presently an automotive machinist. He and his twin brother are the youngest of three children. Don's mother died when he was 7 years of age. His father is an older man and has been retired for some time now.

Some stability in Don's pattern of security development is demonstrated over a 7½-year period. From an examination of Table 15, it can be seen that Don's pattern of security development during childhood was ideal. During late adolescence (age 17), Don's security profile displayed a stability of good peer relationships, but insecurity was reflected in his activities. The security pattern in early adulthood revealed a change from insecurity to greater independence in his activities with continued good peer relationships. Each developmental stage of security will be described.

Childhood (age 11)

Although Don (and his twin brother) failed Grade 1 ("Not through stupidity but through laziness") and lost his mother during childhood, his security profile revealed outstanding personal resources. He displayed a preference for skilled, self-initiating, independent behavior, as well as good peer relationships on the ICS Security Test in 1967. He was able to handle the death of his mother in a mature fashion. In his words, "For several years after she died, it hurt me very much to talk about her, but now it doesn't bother me. I guess I have grown up a little." From

Table 15

Don B. #028

Pattern of Security Development Using the ICS Security Test and the ICS Personality Scale Over a 7½-Year Period

ICS Security Test[a]--January 1967 (Grade 5)

SS	CS	DA	IDS	IS	INS	MDS
84	64	63	58	21[x]	55	28[y]

ICS Security Test[a]--June 1967 (Grade 5)

SS	CS	DA	IDS	IS	INS	MDS
83	63	60	61	19[x]	54	31[y]

ICS Personality Scale[b]--April 1973 (Grade 11)

(IS + MDS) - INS	DA					IDS					IS				INS					MDS			
MHQ	F	S	Av	Total	$\overline{x}$	F	S	Av	Total	$\overline{x}$	F	Av	Total	$\overline{x}$	F	S	Av	Total	$\overline{x}$	S	Av	Total	$\overline{x}$
12	12	12	09	33	11.0	10	12	12	34	11.3	13	08	21	10.5	12	10	13	35	11.7[y]	16	10	26	13.0[x]

ICS Personality Scale[b]--January 1975 (Auto Mechanic)

(IS + MDS) - INS	DA					IDS					IS				INS					MDS			
MHQ	F	S	Av	Total	$\overline{x}$	F	S	Av	Total	$\overline{x}$	F	Av	Total	$\overline{x}$	F	S	Av	Total	$\overline{x}$	S	Av	Total	$\overline{x}$
27	09	10	07	26	8.7	11	14	11	36	12.0	16	11	27	13.5[y]	09	10	10	29	9.7	17	12	29	14.5[x]

[x] First Preference

[y] Second Preference

[a] Low scores indicate preference for that category of security

[b] High scores indicate preference for that category of security

Abbreviations are as follows: SS = Security Score; CS = Consistency Score; DA = Deputy Agents; IDS = Immature Dependent Security; IS = Independent Security; INS = Insecurity; MDS = Mature Dependent Security; MHQ = Mental Health Quotient; F = Familial; S = Social; Av = Avocational.

such a good pattern of security development, it was expected that Don would be able to assimilate new experiences easily and continue to show good mental health.

Adolescence (age 17)

Don, in Grade 11, continued to show good peer relationships which are based on reciprocal trust with his contemporaries. However, insecurity in the areas of family, social, and leisure time is manifested in Don's behavior. Don, in an interview, said that he had great difficulty speaking to people in public, such as an audience. Also, if confronted with a math problem, Don would sit at a desk for 3 or 4 hours trying to figure it out. In his words, "That really bugs me." Don's academic grades were high, which may indicate that earlier ideal security status is related to high achievement in school.

Early Adulthood (age 19)

Having completed Grade 12, Don has taken a job as an automotive machinist. He continues to show good peer relationships as he has all along. However, he now shows a good deal of independence in family and leisure-time activities. He enjoys doing things with people. Don mentioned Young Peoples as a source of recreation. Perhaps the reality of the world as perceived through his eyes as a machinist has made him realize the importance of standing on his own two feet. Vocational emancipation is not yet attained, as Don is unsure as to whether to stay at his job or return to school for further education.

The results of the California Test of Personality--Adult Form AA--indicate that Don's total adjustment is adequate. In personal adjustment, Don appears to be experiencing some difficulty in his Sense of Personal Worth. His low score may indicate that he is not happy with his present occupational status. This is further supported by a low score on the Occupation Relations subtest. Don seems to be experiencing mild anxiety which may be positive disintegration in the Dabrowskian sense, regarding his vocation. A high score on the Feeling of Belonging subtest supports both his good peer relationships and independent security. Don's low score on Deputy Agents of the Institute of Child Study Personality Scale is congruent with a high score on the Social Standards subtest of the California Test of Personality. Don well understands what is regarded as right or wrong.

TAT responses that are congruent with Don's security profile are noteworthy. Don feels somewhat inadequate in reference to his present job. He would like to further his education. Don has strong needs for acceptance and nurturance from a female. Most of his life has been lived without a mother; hence, he may need a substitute.

Summary

Despite a major upheaval (death of mother) in Don's life, his pattern of security development remained relatively intact through the ever-changeful adolescent years. Don appears to have the necessary resources and approach to learning that will assure good mental health in the years ahead.

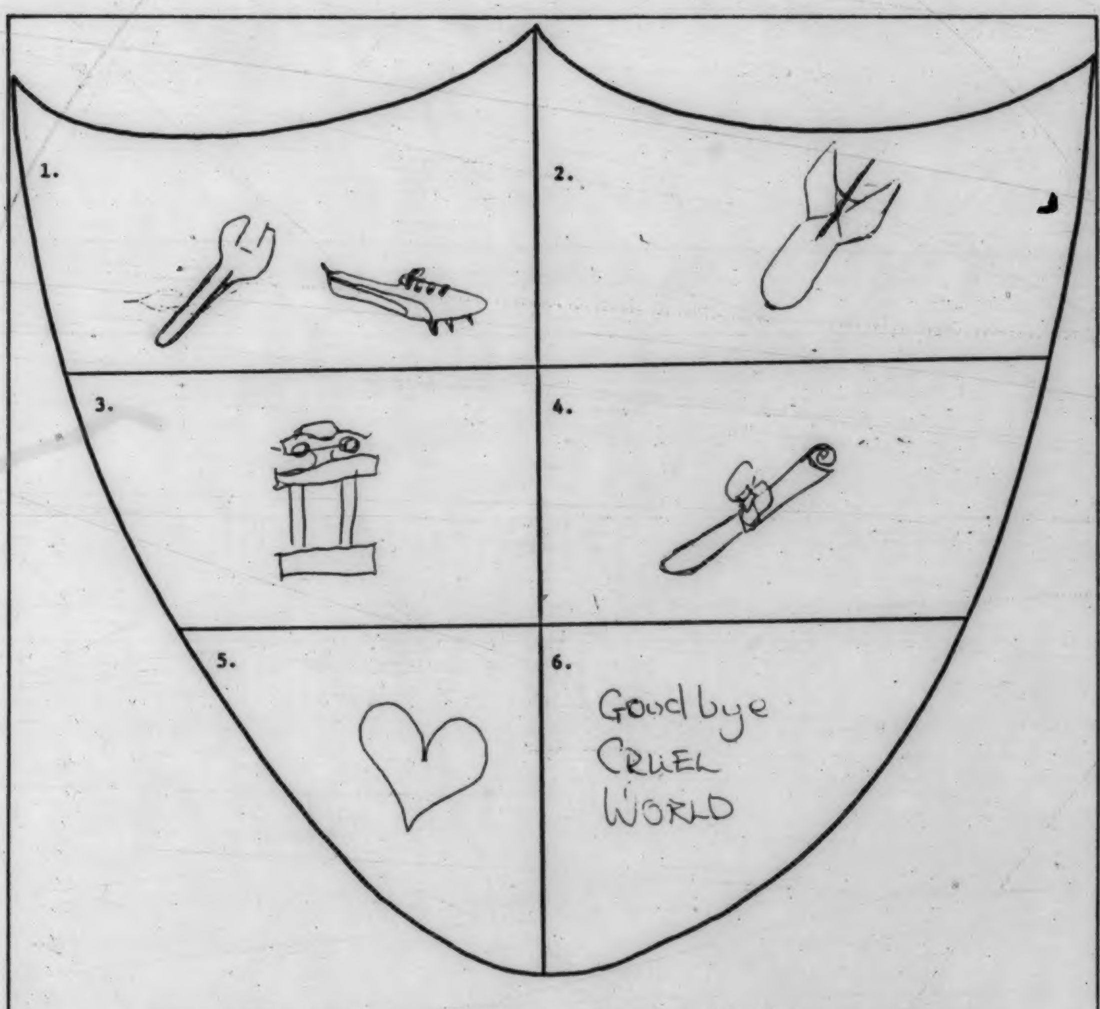
Personal values are depicted in Figure 3 (P. 127).

Patty (Case 364): Nurse-in-Training

> "My parents--they taught me right
> from wrong, helped me to form my own
> values in life, led me along the
> right path in life. They provided me
> with security and a loving home."
>
> Patty S.

Patty S. is presently a nursing student at Lakehead University, Thunder Bay. She is the eldest of three children. Patty's father is an engineer, and her mother is a homemaker and former elementary school teacher.

Consistency of Patty's pattern of security development is shown over a 7½-year period. See Table 16 for the pattern. During childhood, Patty's security development was ideal. She preferred behavior that reflects independent effort and cooperation with her peers. However, during adolescence, her security status was char-



Goodbye
CRUEL
WORLD

In each labelled quadrant put pictures of the following. No words, just symbols.

1. **Draw 2 things you are good at.**
2. **Draw 1 thing you are against.**
3. **Draw 1 thing that represents your greatest achievement.**
4. **Draw 1 thing that represents a long term goal.**
5. **Draw something that you would die for.**
6. **Write 3 words that represent you and your destiny that you would like to have on your tombstone.**

Figure 3. Don's Personal Coat of Arms

Table 16

Patty S. #364

Pattern of Security Development Using the ICS Security Test and the ICS Personality Scale Over a 7½-Year Period

SS	CS	DA	IDS	IS	INS	MDS
ICS Security Test[a]--January 1967 (Grade 6)						
82	62	69	53	24^x	51	28^y
ICS Security Test[a]--June 1967 (Grade 6)						
84	58	65	51	24^x	57	28^y

ICS Personality Scale[b]--April 1973 (Grade 12)

(IS + MDS) - INS)	DA					IDS					IS				INS					MDS			
MHQ	F	S	Av	Total	$\bar{x}$	F	S	Av	Total	$\bar{x}$	F	Av	Total	$\bar{x}$	F	S	Av	Total	$\bar{x}$	S	Av	Total	$\bar{x}$
26	07	07	08	22	7.3	14	17	11	42	14.0^x	15	12	27	13.5^y	07	13	07	27	9.0	15	11	26	13.0
ICS Personality Scale[b]--January 1975 (Lakehead University)																							
33	06	07	07	20	6.7	14	15	09	38	12.7	16	11	27	13.5^y	04	16	06	26	8.7	18	14	32	16.0^x

[x] First Preference

[y] Second Preference

[a] Low scores indicate preference for that category of security

[b] High scores indicate preference for that category of security

Abbreviations are as follows: SS = Security Score; CS = Consistency Score; DA = Deputy Agents; IDS = Immature Dependent Security; IS = Independent Security; INS = Insecurity; MDS = Mature Dependent Security; MHQ = Mental Health Quotient; F = Familial; S = Social; Av = Avocational.

acterized primarily by dependency and secondarily by independent effort. At early adulthood, Patty's security development is marked by reciprocal relationship with significant people and independent effort. Each developmental stage of security will be described.

Childhood (age 10)

Patty's profile of security development at Grade 6 reflects ideal status. High security and consistency scores reveal feelings of self-confidence, good self-concept, a good approach to learning, and good work habits. Patty's preference for independent behavior and cooperation with peers were indications of good mental health.

The family is described as closely knit with many happy incidents reported. The importance of friends and people is recalled early in Patty's memory. At the age of 4, after moving from one area of the town, she asked her mother if "we would make friends in this new area." In her autobiography, Patty describes many happy incidents with "childhood buddies."

The fact that Patty was accelerated from Grade 1 to Grade 3 did not appear to have any unsettling or negative effect on Patty's security status. It is interesting to note that the book on nursing by Elting (1951) read in Grade 5 affected Patty's vocational choice! In her words, "My mind often goes back to that book."

Adolescence (age 16)

In Grade 12, Patty's security profile revealed high dependency and independence (ability to use personal resources to deal with a variety of situations). It may be that Patty was reacting to social-cultural pressures. Dependency is encouraged in girls but certainly not for boys. Conformity to group pressure may have affected Patty while she was in Grade 12. However, independent effort continued to be stable from Grade 6. The importance and cooperation of peers are still highly evident in Patty's security pattern. At high school graduation, independence and dependence are succinctly stated by Patty--"I had mixed emotions--happiness for I was going out in the world--a step forward to university--but very sad that I was leaving some of the best times of my life behind me."

Early Adulthood (age 18)

After completing Grade 13, Patty began study at Lakehead University in the field of nursing. Her security status changed slightly. The importance of peers and the development of reciprocal trust relationships persisted from childhood. A common theme throughout an interview and an autobiography of Patty was the importance of people to her. Relationships with people appear to nurture and provide meaning and direction for Patty. At the same time, Patty continues to display self-initiated, independent effort as she did earlier in her life. It appears that she has a good balance between independence and mutually supportive behavior.

A personality test--the California Test of Personality (CTP) --lends support to Patty's security status. The CTP is divided into two parts--personal adjustment and social adjustment. Generally, Patty scored extremely high, which is congruent with her general security pattern (i.e., a preference for mature dependent security and independent security). In the interview, Patty described herself as emotional and sensitive. Low scores on Self-Reliance and Nervous Symptoms support the notion that Patty needs reassurance and acceptance from her peer group and from significant persons. After all, she is embarking upon a career that has appeal to her, but is still an unknown quantity.

The theme in most of Patty's Thematic Apperception Test stories was a need for acceptance from, dependence on, and security in peers. The future appears good for Patty. She perceives her parents and friends as strong positive relationships. She appears to have the necessary self-initiative and resources to assure continued positive mental health.

Summary

Patty has displayed a stability of mature dependent security from the early years. Her school and social activities always involve the cooperation and contribution that others can offer. A trend of independence is manifested in Patty's behavior, although it is somewhat clouded by high needs to conform and be accepted by significant others. The ideal nature of her early security status should assure her continued good mental health.

Personal values are depicted in Figure 4 (P. 133).

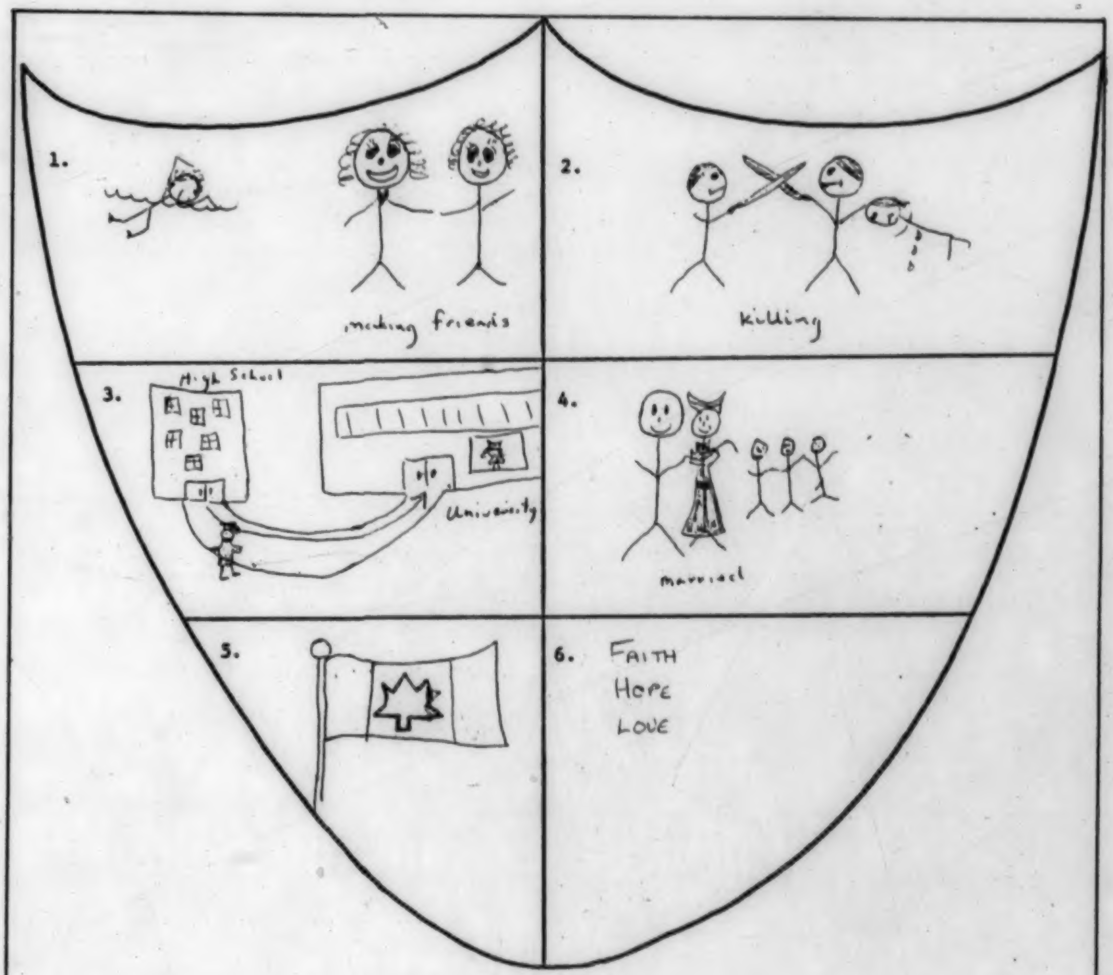
Bernice (Case 266): Teacher-in-Training

"I prize just 'being here'."

Bernice S.

Bernice S. is presently attending Brandon University as a first-year education student. She is eldest of five girls. Her father is a meat manager in a large grocery store, while Bernice's mother is a homemaker.

Relative stability of patterns of security development is evident over a 7½-year period (see Table 17). During childhood, Bernice's security development was considered quite adequate. She preferred ideal security behavior, that is, independent behavior and cooperative peer activities. Her security and consistency scores were better than average for her age group. Persistence of reciprocal relationships with peers and independent effort continue to characterize Bernice's security development during adolescence. How-


1.
making friends
2.
killing
3.
High School
University
4.
married
5.
6.
FAITH
HOPE
LOVE

In each labelled quadrant put pictures of the following. No words, just symbols.

1. **Draw 2 things you are good at.**
2. **Draw 1 thing you are against.**
3. **Draw 1 thing that represents your greatest achievement.**
4. **Draw 1 thing that represents a long term goal.**
5. **Draw something that you would die for.**
6. **Write 3 words that represent you and your destiny that you would like to have on your tombstone.**

Figure 4. Patty's Personal Coat of Arms

Table 17

Bernice S. #266

Pattern of Security Development Using the ICS Security Test and the ICS Personality Scale Over a 7½-Year Period

SS	CS	DA	IDS	IS	INS	MDS
ICS Security Test[a]--January 1967 (Grade 6)						
81	50	67	47	25^x	54	32^y
ICS Security Test[a]--June 1967 (Grade 6)						
85	64	66	54	21^x	55	29^y

ICS Personality Scale[b]--April 1973 (Grade 12)

(IS + MDS) - INS	DA					IDS					IS				INS					MDS			
MHQ	F	S	Av	Total	$\bar{x}$	F	S	Av	Total	$\bar{x}$	F	Av	Total	$\bar{x}$	F	S	Av	Total	$\bar{x}$	S	Av	Total	$\bar{x}$
30	07	09	07	23	7.7	11	13	08	32	10.7	14	11	25	12.5^y	06	12	05	23	7.7	17	11	28	14.0^x
ICS Personality Scale[b]--January 1975 (Brandon University)																							
25	11	10	07	28	9.3	14	14	11	39	13.0^y	14	12	26	13.0^y	09	11	08	28	9.3	15	12	27	13.5^x

[x] First Preference

[y] Second Preference

[a] Low scores indicate preference for that category of security

[b] High scores indicate preference for that category of security

Abbreviations are as follows: SS = Security Score; CS = Consistency Score; DA = Deputy Agents; IDS = Immature Dependent Security; IS = Independent Security; INS = Insecurity; MDS = Mature Dependent Security; MHQ = Mental Health Quotient; F = Familial; S = Social; Av = Avocational.

ever, mature dependent security is preferred rather than the earlier independent security. This is true, also, in early adulthood. Similarly, during early adulthood, Bernice displayed a preference for mature dependent security and independent security. Each developmental stage of security will be discussed.

Childhood (age 11)

Bernice's security development at Grade 6 reflects high status. Bernice's preference for independent behavior (skilled, self-initiated action) and cooperation with peers are indicators of ideal security development. She displayed a good self-concept, a good approach to learning, and good work habits. These traits appear to assure good mental health.

Being the eldest in her family, Bernice may have felt responsible for the younger sisters. In order to cope with the activity the sisters may generate, Bernice would have to exercise behavior characterized by independence and cooperativeness. Bernice reported that she has good relations with her sisters and parents. She feels that she has been a model for her sisters, two of whom wish to become teachers. School was a stimulating experience for Bernice. She discussed the understanding and helpfulness her teachers demonstrated to her.

Adolescence (age 17)

In Grade 12, Bernice's security status revealed good peer relationships and independent effort. These two security traits remained stable from childhood, although good peer relationships are considered more important now than independent security. Perhaps conformity and peer pressure account for this change in relative importance of these two "ideal" security characteristics. In an interview, Bernice considers herself to be a good listener, which is a necessary aspect of having good peer relationship. Reciprocal trust is implicit in mature dependent security.

Early Adulthood (age 19)

After completing Grade 13, Bernice began study at Brandon University. She reported no problems adjusting to the new environment and experience. A slight change is noted in her security development. Reciprocal trust relationship and independent security persist from childhood and adolescence in Bernice's behavior. However, dependence is shown in family, social, and leisure-time activities. It may be that sex role expectations are affecting Bernice (i.e., girls are expected to be somewhat dependent upon others). Also, the fact that she is in a new environment may account for her dependent behavior. It appears that Bernice has a balance between a two-way dependence with peers, independent personal resources, and one-way dependence on significant others.

A personality test--the California Test of Personality (CTP)--lends support to Bernice's present pattern of security development.

The CTP is divided into two parts: personal adjustment and social adjustment. Bernice, generally, scored highly in both areas of adjustment. However, low scores in three subtests suggest anxiety regarding confidence in herself and her ultimate place or position in society. These findings may account for dependent behavior. University may have an unsettling or questioning effect on Bernice's future. In Dabrowski's terms, she may be experiencing some disintegration. However, because of her good mental health status, that emotional disintegration should be positive and constructive.

The theme most often found in Bernice's Thematic Apperception Test stories is a strong need for achievement. Also, needs of security and acceptance are reflected in her stories. These needs are met by peers. These personality findings seem congruent with her security development. At times, Bernice questions her ability to cope with a situation but invariably handles the situation correctly. Good planning and work habits are evident in her behavior.

Summary

Bernice has shown relative stability of independent security and mature dependent security from childhood to early adulthood. Although she is not always highly confident in her abilities, she usually handles situations or activities adequately. There appears to be a positive disintegration in her behavior which most likely will be constructive and will assure good mental health.

Personal values depicted by Bernice are found in Figure 5, (P.139).

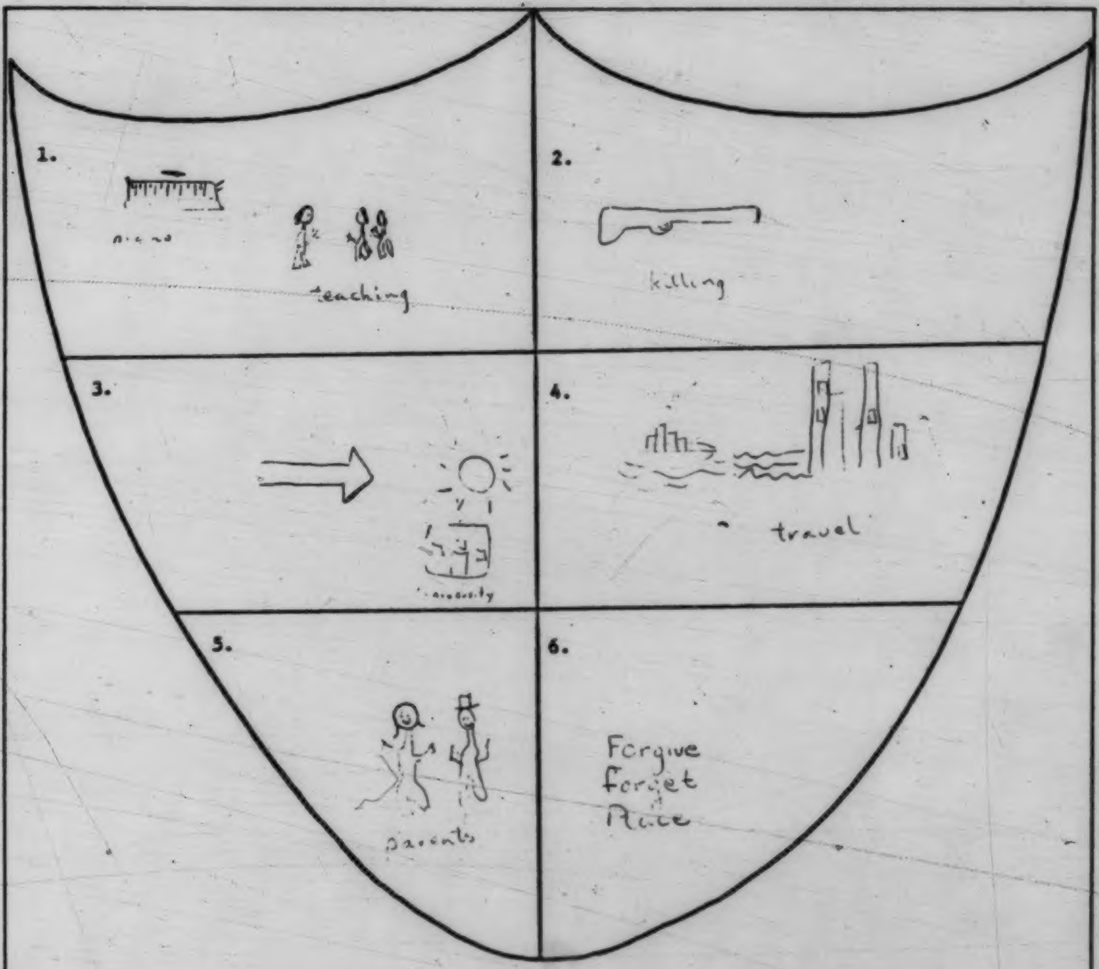
Martin (Case 303): Track Athlete

"I find security in a group of people
I know, who have a common interest to mine."

Martin D.

Martin D. is presently attending Simon Fraser University as a freshmen, physical education major. He received a track scholarship to attend university. Martin is an only child. His father is a laborer in a paper mill, while his mother is a homemaker.

Dependency upon others displayed in childhood appears to be consistent over time (see Table 18). The dependency, however, is of a constructive nature and contributes to Martin's growth. During the childhood period, Martin's security and consistency scores indicated the likelihood of adjustment difficulties and feelings of inadequacy. It appeared that he had poor organizational ability, and feelings of inadequacy predominated his behavior. However, the picture is not as grey as it appears. During childhood, Martin's dependency transferred from parents to peers, while independence or self-reliant behavior was a consistent security trait. In adolescence, Martin's security status is described as dependent-mature (two-way dependence) and immature (one-way dependence). This same security profile persisted or remained stable from early childhood.


1.
piano
teaching
2.
killing
3.
university
4.
travel
5.
parents
6.
Forgive
Forget
Peace

In each labelled quadrant put pictures of the following. No words, just symbols.

1. **Draw 2 things you are good at.**
2. **Draw 1 thing you are against.**
3. **Draw 1 thing that represents your greatest achievement.**
4. **Draw 1 thing that represents a long term goal.**
5. **Draw something that you would die for.**
6. **Write 3 words that represent you and your destiny that you would like to have on your tombstone.**

Figure 5. Bernice's Personal Coat of Arms

Table 18

Martin D. #303

Pattern of Security Development Using the ICS Security Test and the ICS Personality Scale Over a 7½-Year Period

			ICS Security Test[a]--January 1967 (Grade 6)			
SS	CS	DA	IDS	IS	INS	MDS
58	5	49	38^x	41^y	51	46
			ICS Security Test[a]--June 1967 (Grade 6)			
63	16	59	48	34^x	44	40^y

	ICS Personality Scale[b]--April 1973 (Grade 12)																						
(IS + MDS) - INS)	DA					IDS					IS				INS					MDS			
MHQ	F	S	Av	Total	$\bar{x}$	F	S	Av	Total	$\bar{x}$	F	Av	Total	$\bar{x}$	F	S	Av	Total	$\bar{x}$	S	Av	Total	$\bar{x}$
29	07	10	05	22	7.3	15	15	11	41	13.7^y	13	10	23	11.5	05	14	06	25	8.3	19	12	31	15.5^x
	ICS Personality Scale[b]--January 1975 (University-Simon Fraser B.C.)																						
44	06	07	07	20	6.7	16	16	11	43	14.3^y	15	13	28	14.0	04	08	05	17	5.7	20	13	33	16.5^x

[x] First Preference

[y] Second Preference

[a] Low scores indicate preference for that category of security

[b] High scores indicate preference for that category of security

Abbreviations are as follows: SS = Security Score; CS = Consistency Score; DA = Deputy Agents; IDS = Immature Dependent Security; IS = Independent Security; INS = Insecurity; MDS = Mature Dependent Security; MHQ = Mental Health Quotient; F = Familial; S = Social; Av = Avocational.

Each developmental stage of security will be discussed.

Childhood (age 12)

Martin's security status in childhood indicated that adjustment problems were eminent. Low scores on security and consistency measures pointed toward possible adjustment difficulties. More specifically, feelings of inadequacy and a poor plan or approach to learning were indicated in Martin's pattern of security. Dependency upon parents and peers and independence seemed to permeate Martin's behavior. In retrospect, it appears that dependency was the dominant security characteristic of Martin's overt behavior. In an autobiography, Martin writes that the dominant feature of elementary school was track and field day. "In Grade 3 my first track meet failed to produce anything, but I couldn't wait till the next year. I won a second and third ribbon in our zone and a third in our relay. That was really my start. Every year I would look forward to running and competing." Achievement in track and field became a goal for Martin. He writes, "The greatest thrill for me in elementary school was winning the boy's track and field trophy."

Prognosis for good mental health was not promising, but an achievement motivation in sports appeared to dominate Martin's behavior.

Adolescence (age 18)

In Grade 12, Martin's pattern of security development was again characterized by dependency upon peers and parents. This dependency was predominately two way, although traces of one-way dependence were evident. Martin did display some independent effort; however, dependency was the major security trait. The significance of the stability of dependency through the years is particularly interesting. Martin was now excelling in track and field in Canada and was receiving a good deal of publicity and recognition from his peers and significant others. One might expect him to develop a self-confidence, or perhaps egotistical attitude, but it did not occur. It seems that a particular way of behaving had been crystallized in Martin's personality that would not yield to external achievement. His autobiography's theme is achievement, and most events and people are related to track and field. Martin's parents have been a source of constant inspiration and encouragement. In his words, "They have enabled me to go out and develop, taking me to meets from Winnipeg to Hamilton. They are always there encouraging me on."

Early Adulthood (age 20)

After completing Grade 13, Martin accepted a scholarship to attend Simon Fraser University to study physical education.

As in the previous two developmental periods, Martin's pattern of security development was highly dependent--on peers and one-way dependence upon authority figures, such as his track coach. However, a good deal of independent effort is evident which is reflected in his university grades (B average). His overall mental health quotient has greatly improved from late adolescence (Grade 12). Parental dependency is still evident. In March 1975, his parents flew to Edmonton, Alberta, to meet with and watch Martin perform in the Canadian Indoor Track and Field Championships.

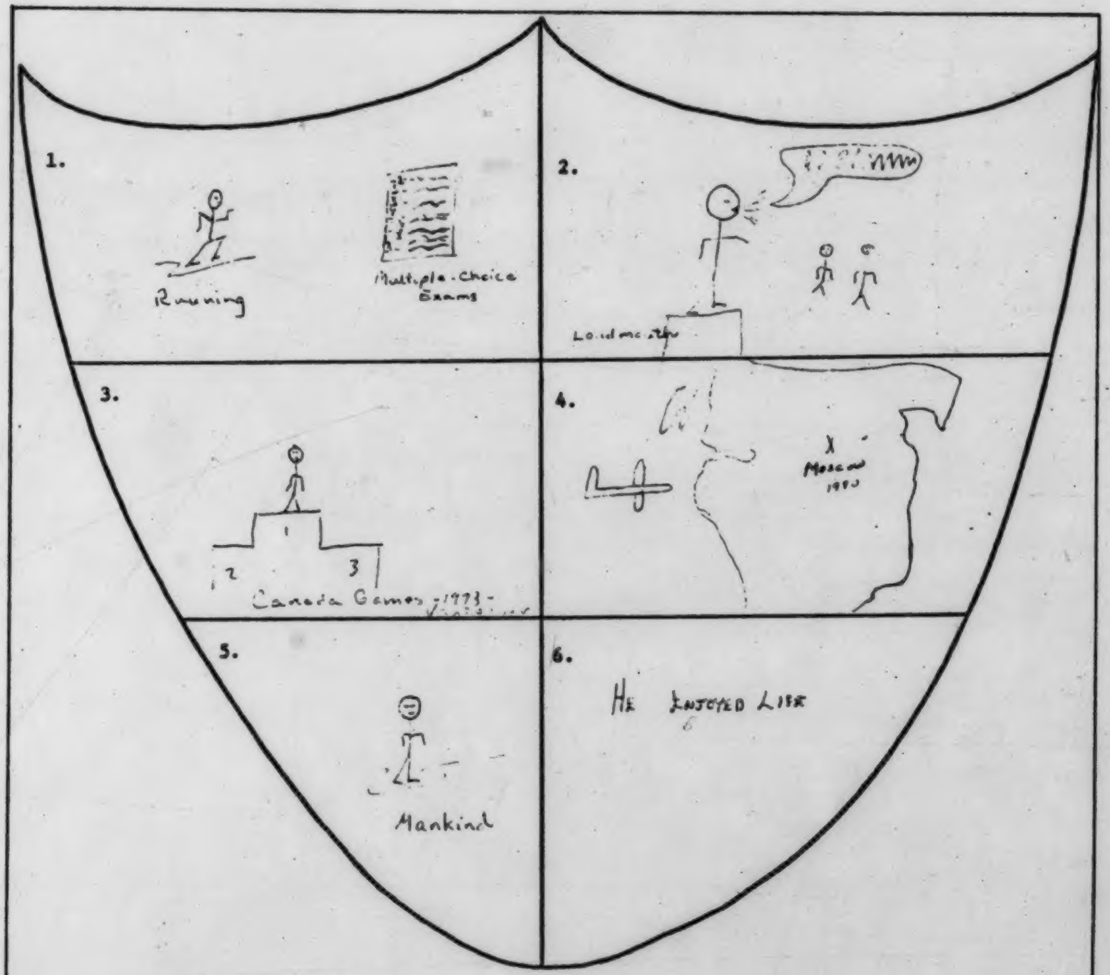
Martin's dependency on others is supported by the California Test of Personality (CTP). Social Standards and Social Skills were low relative to the other subtest scores. These low scores indicate some social anxiety and inadequacy. Also, Feelings of Belonging were relatively low, indicating a need to be accepted by others. Generally, Martin's total adjustment on the CTP was most adequate.

The theme most evident in Martin's Thematic Apperception Test stories was the need for achievement and success. This is certainly evident in his life to this point. Also, needs for acceptance and security result in anxiety when not fulfilled,agree with his pattern of security development. Emancipation is not yet complete for Martin.

Summary

Martin has displayed stability in terms of dependency on others and on his parents over the years. In the early years, his security profile indicated the possibility of adjustment difficulties. However, perhaps as a result of the success and achievement he has found in track and field, he has been able to cope very well. His school achievement also seems to have improved over the school and university years. Achievement appears to be the overriding goal of Martin's behavior.

Martin's personal values are depicted in Figure 6, (P. 145).


1.
Running
Multiple-Choice Exams
2.
Loudmouth
3.
1
2
3
Canada Games -1973-
4.
X
Moscow 1980
5.
Mankind
6.
HE ENJOYED LIFE

In each labelled quadrant put pictures of the following. No words, just symbols.

1. **Draw 2 things you are good at.**
2. **Draw 1 thing you are against.**
3. **Draw 1 thing that represents your greatest achievement.**
4. **Draw 1 thing that represents a long term goal.**
5. **Draw something that you would die for.**
6. **Write 3 words that represent you and your destiny that you would like to have on your tombstone.**

Figure 6. Martin's Personal Coat of Arms

Summary of Case Histories

The case histories provide an opportunity to apply and integrate the concepts implicit in security theory. Also, the relationship of the case histories to stability of security status; to academic achievement; and sex-role expectations can be analyzed. The integration of theory with empirical case history findings is the aim of this summary.

The case histories illustrate relative stability of security status over a seven and one-half year period. Patty, Bernice, and Don preferred ideal security status in Grade 6, i.e., independent security and mature dependent security. These three case histories manifested confidence in their ability to accept the conseqquences of their decisions and actions, as well as good work and organizational habits. The similar security profiles of Patty, Bernice, and Don when in Grade 6 appeared to assure their good mental health. At adulthood, these same persons continued to prefer mature dependent security and independent security. Interestingly, mature dependent security was the first preference for all three persons. Perhaps, our culture encourages interdependence among its members, rather than independence or individuality. It can be said with some conviction that people need each other for assurance and assistance as they deal with the events of life. Martin's early security status in Grade 6 reflected immature dependent security, along with mature dependent security. He appeared to be lacking confidence and good working habits. The prognosis for good mental health was poor. At adulthood Martin's security status continued to be marked by mature dependent security and immature dependent security. However, it appears that an achievement motive to excel in track has assured good mental health for Martin. He has used his dependent agents (parents, coaches, and friends) constructively for his personal growth. Relative stability of security status is demonstrated in the case histories which lend support to hypothesis #3.

As of January, 1975, Patty and Bernice were achieving well (averages of 72% and 73%) at their respective universities. Nursing and teaching are important goals for them. These results lend support to the hypothesized relationship between high pupil security and consistency scores in Grade 6 and high achievement at university. Martin, also, is achieving well (average of 72%) at university. His competitiveness and keen achievement motivation in sports appear to have generalized into his academic sphere. These results support hypothesis #1(a).

Emancipation in the vocational area is not yet complete for the case study subjects. Don wishes to return to school to work toward a degree in engineering, while Patty, Bernice and Martin are working toward degrees in nursing, teaching, and physical education respectively. As Davis (1966) states, the development of emancipation involves reciprocal trust and confidence in one's abilities. To develop confidence in one's abilites regarding a vocation, competence is necessary. It seems logical, then, that the case study subjects are partially emancipated in the area of their vocation as they are on the edge of adulthood.

Interestingly, sex-role expectations were demonstrated by the case study subjects when asked the question, "Just for the fun of it, if you were an animal, what animal would you be?". Both Don and Martin chose aggressive, dominant animals (jaguar and eagle), while Patty and Bernice selected passive, docile animals (housedog and rabbit). Perhaps, as Kagan and Moss (1962) suggest, their choices reflect differential sex-role expectations, i.e., boys are expected to be aggressive and independent, whereas girls are expected to be passive and dependent.

The case histories have provided a means of integrating the concepts of security theory with the lives of dynamic individuals.

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Appendices

Appendix A

Summary of 87 Subjects Indicating Sex, Position in Family, Siblings, and Present Status

Summary of 87 Subjects Indicating

Sex, Position in Family, Siblings, and Present Status

Code No.*	Sex		Position in Family	Other Siblings		Present Status January 1975
	M	F		Brother(s)	Sister(s)	
195		x	1 of 2		1	University Student (Fine Arts)
266		x	1 of 5		4	University Student (Education)
293		x	2 of 2	1		Clerk
295	x		1 of 3	2		Grade 13
290		x	3 of 3		2	Bank Teller
299		x	3 of 4	1	2	University Student (Nursing)
344		x	1 of 4	1	2	Nurse's Aid
364		x	1 of 3	1	1	University Student (Nursing)
269		x	1 of 3	1	1	University Student (Music)
228		x	1 of 3	1	1	University Student (Nursing)
270		x	3 of 4	2	1	Receptionist
297		x	3 of 3	1	1	University Student (Home Economics)

*Code number assigned in Grade 5 and Grade 6 (1967) for purposes of computerization.

Code No.*	Sex		Position in Family	Other Siblings		Present Status January 1975
	M	F		Brother(s)	Sister(s)	
335		x	1 of 4	1	2	University Student (Fine Arts)
334		x	2 of 4	1	2	University Student (Fine Arts)
387		x	2 of 4	1	2	Community College (R.N.A.)
363		x	1 of 3	2		Community College (Tourism)
345		x	3 of 4	1	1	Housewife
291	x		2 of 3	1	1	University Student (Science)
339		x	4 of 5	3	1	University Student (Science)
294	x		1 of 3	1	1	University Student (Forestry)
264	x		1 of 1			Paper Mill Worker
342		x	2 of 2	1		Legal Secretary
279	x		3 of 4	3		Community College (Forestry)
250	x		1 of 4	1	2	Hockey Player (Victoria, B. C.)
348	x		1 of 5	3	1	University Student (Math)
227		x	2 of 3	1	1	Community College (Lab Technology)
181		x	1 of 1			University Student (Home Economics)

Code No.*	Sex		Position in Family	Other Siblings		Present Status January 1975
	M	F		Brother(s)	Sister(s)	
303	x		1 of 1			University Student (Physical Education)
326		x	1 of 4	1	2	R.N.A.
259		x	2 of 2	1		Clerk
209		x	3 of 3	1	1	Clerk/Part-time Student
190	x		7 of 7	3	3	University Student (Business)
351		x	3 of 4	2	1	Housewife
260		x	1 of 2		1	Grade 13 Student
217		x	1 of 2	1		Secretary
373		x	2 of 2		1	University Student (Math)
284		x	1 of 2		1	Modelling
315	x		1 of 2	1		Community College (Business)
324	x		2 of 3		2	Paper Mill Worker
251		x	2 of 4		3	University Student (Arts)
281		x	4 of 5	2	2	University Student (Nursing)
187	x		2 of 2	1		Paper Mill Worker

Code No.*	Sex		Position in Family	Other Siblings		Present Status January 1975
	M	F		Brother(s)	Sister(s)	
194		x	2 of 3	1	1	University Student (Languages)
323		x	3 of 4	3		Receptionist
384		x	4 of 4	1	2	Receptionist
370		x	4 of 6	4	1	Community College (Lab Technology)
278	x		1 of 4	1	2	University Student (Business
003		x	4 of 4		3	Clerk
012	x		1 of 4	1	2	University Student (Library Science)
013		x	1 of 4	2	1	Grade 13 Student
019	x		1 of 4	1	2	Canadian Armed Forces
026		x	3 of 3	1	1	Housewife
028	x		4 of 4	2	1	Auto-Parts Machinist
032	x		3 of 4	2	1	Hotel Clerk
036		x	1 of 1			Clerk
037	x		2 of 4	1	2	Paper Mill Worker
038	x		2 of 3	2		Grade 13 Student

Code No.*	Sex		Position in Family	Other Siblings		Present Status January 1975
	M	F		Brother(s)	Sister(s)	
039	x		3 of 3	1	1	Paper Mill Worker
045	x		4 of 4		3	Grade 13 Student
046	x		3 of 3	1	1	Grade 13 Student
047	x		5 of 5	1	3	Grade 13 Student
051		x	2 of 4	3		Clerk
052	x		2 of 2	1		Grade 13 Student
053		x	5 of 6	1	4	Housewife
057	x		2 of 4	3		Community College (Forestry)
063	x		2 of 2		1	Grade 13 Student
064	x		2 of 3	1	1	Grade 13 Student
065	x		3 of 6	1	4	Grade 13 Student
069	x		1 of 5	3	1	Paper Mill Worker
070		x	2 of 2	1		Housewife
072		x	1 of 1			Clerk
076		x	2 of 6	3	2	Bank Clerk

Code No.*	Sex		Position in Family	Other Siblings		Present Status January 1975
	M	F		Brother(s)	Sister(s)	
082		x	2 of 2	1		Grade 13 Student
092	x		3 of 3	2		Grade 12 Student
095	x		1 of 3	2		Paper Mill Worker
099	x		2 of 2		1	Paper Mill Worker
105		x	3 of 6	2	3	Grade 13 Student
115		x	3 of 4		3	Tourist Bureau Receptionist
127	x		5 of 5	4		Paper Mill Worker
130		x	3 of 4	2	1	Housewife
133	x		2 of 4	1	2	Grade 13 Student
138	x		3 of 8	4	3	Paper Mill Worker
153		x	2 of 2		1	Clerk
159		x	1 of 3	2		R.N.A. (Nursing)
163		x	3 of 4	2	1	Clerk
165	x		1 of 4	2	1	Grade 13 Student
177	x		1 of 4	3		Grade 12 Student
TOTAL	37	50				

Appendix B

The Institute of Child Study (ICS)
Security Test--The Story of Jimmy--
Elementary Form
Description and Technical Data

Descriptive Data on ICS Security Test--The Story of Jimmy

The ICS Security Test (Grapko, 1957) is designed to elicit an order of preference for various behavioral responses to each of 15 situations in story form, with five choices of action for each situation. The situations in story form sample activities which deal with adult-child relationships, school performance, and leisure time. For example:

> Jimmy goes to school. He gets up in the morning, gets washed and dressed, and then greets his mother at breakfast. This morning, however, Jimmy slept in and when he awoke he found that he was going to be late for school. Since Jimmy isn't usually late for school, he wasn't too sure what to do. After a moment it occurred to Jimmy to:
>
> give the excuse that the alarm clock didn't ring.......... (4)
> wait for his mother to help him hurry up.................. (3)
> rush as fast as possible so as not to be too late......... (1)
> start to cry.. (5)
> explain to the teacher when he arrived late at school..... (2)

(ICS Security Test booklet, p. 2)

The child is asked to rank the five choices from 1 to 5 to indicate his order of preference. The numerals in the test example represent ideal ranking in terms of security theory.

Two composite scores are provided by the test, namely, security and consistency. A high security score (range of 0-100) measures the child's confidence in his ability to accept consequences for his own actions and decisions. A high consistency score (range of 0-100) identifies the similarity of response pattern the child is likely to select over the 15 story situations. A high score measures the child's organizational ability and good work habits.

Five component scores are also provided by the test, namely, independence (IS), peer dependent (MDS), dependent on adults (IDS), avoidance mechanisms (DA), and anxiety (INS). Each component score ranges from 15 to 75. A low score indicates preference for that particular security component. More specifically, a low MDS score indicates that a child sees strengths in his peer relationships and contributes to peer social effectiveness. A low IS score indicates the person's preference for skilled, self-initiating, independent behavior. This child likes to work on his own. A low IDS score results when an individual prefers adult help and intervention. Preference for defensive behavior is indicated in a low DA score. This individual makes excuses for his shortcomings, and evades facing up to the consequences of his actions. High scores indicate high moral or conscience development. A low INS score indicates preference for anxiety behavior. These children are unable to decide any course of action for themselves.

Technical Data on the ICS Security Test--"The Story of Jimmy"

Reliability

In addition to the test-retest reliability for three Grade 5 classes reported in the test manual (Grapko, 1957), more recent reliability is available. It is summarized in the following chart:

Reported Reliability (Test-Restest) Over a 5-Month Interval
in Kenora, Ontario (1973)

Grade	N	Consistency Score	Security Score
4	262	.71	.65
5	290	.72	.77
6	224	.66	.67
7	300	.74	.75
8	284	.72	.66

Validity

In addition to the reported test validity (Grapko, 1957), a recent validation study is presented. The ICS Security Test was correlated with the Kagan and Moss Self-Rating Scale (1962) with 111 Grade 7 students in Edmonton, Alberta (Millar, 1975). This study added further validation of the ICS Security Test and clarified some of the components of the security concept. There is evidence to state that immature dependent security (Grapko, 1957) is related to the motives of aggression and hostility on the Kagan and Moss scale (1962) for Grade 7 students. With the female sample, insecurity (Grapko, 1957) and dependency (Kagan & Moss, 1962) are significantly related. Also, girls who are independent and possess good work habits and organizational ability are likely not to display aggression.

Appendix C

The Institute of Child Study (ICS)
Personality Scale

Scale Description, Technical Data,
the Actual Scale, and Item Analysis

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Descriptive Data on the ICS Personality Scale

The scale devised by Grapko (1953) is composed of 60 statements divided into three broad areas, namely, familial, social, and avocational. Each of the three areas has items that are pertinent to the five security categories envisioned by Blatz (1966). Scores for each security category within the three areas were determined for each subject. The statements are ranked 1, 2, 3, or 4, depending upon whether the subject strongly disagrees (1), mildly disagrees (2), mildly agrees (3), or strongly agrees (4). A high score indicates agreement with a particular security category in a life area that represents an individual's behavior. In the familial and social areas, the scores range from 5 to 25 over the five security categories, whereas the scores range from 4 to 16 in the avocational area of life.

A mental health quotient (MHQ) is determined by adding the scores of the independent security items with the mature dependent security items, and subtracting the insecurity item scores.

Technical Data on the Self-Rating Attitude Scale

(ICS Personality Scale)

Reliability

Grapko (1953) reports the reliability for the ICS Personality Scale at .72 for 46 nurses over a two-month interval. The insecurity items and mental health quotient (MHQ) were most reliable.

Validity

The ICS Personality Scale scores were correlated with the California Test of Personality. The .01 level of significance was attained between the ICS Personality Scale scores and Feeling of Belonging (security = .48; insecurity = -.52). Neurotic tendency was seen to vary inversely with security. With an Air Force Cadet population, Grapko found a slightly positive relationship between academic assessment and MHQ scores (.05 level of confidence). The relationship between security and intelligence, while positive, is shown to be only slight. Sociometric status and security failed to obtain any relationship.

Name: ______________________________

Date: ______________________________

SELF-RATING ATTITUDE SCALE (ICS Personality Scale)

You are asked to rate yourself with respect to the following statements as descriptive of your attitudes during the past year. The four points of the scale are:

1. I strongly disagree with the statement; this statement does not apply to me at all.
2. I mildly disagree; I feel this statement may only rarely apply to me.
3. I mildly agree; I feel this statement generally expresses my attitude.
4. I strongly agree; I feel this statement clearly expresses my attitude.

Write the number that is most descriptive of yourself in the bracket preceding each statement.

( ) 1. It is comforting that my friends give me so much help and support.

( ) 2. Most hobbies cost too much money for the pleasure you get out of it.

( ) 3. I feel to be on very good terms with my parents, even though I make my own decisions.

( ) 4. I feel very undecided about what I want to do in my spare time.

( ) 5. I feel my parents to be the closest friends that I shall ever have.

( ) 6. I feel most content when I am left alone to myself.

( ) 7. If my parents weren't so old-fashioned, I could get along better with them.

( ) 8. I like to spend hours at a stretch doing something that interests me.

( ) 9. I find it difficult to feel at ease even when I am with friends.

( ) 10. It is most difficult for me to please my parents.

( ) 11. I enjoy being with other people even though I don't contribute much.

( ) 12. I feel that there is a good personal relationship between my friends and myself.

( ) 13. I can handle problems on my own without having to ask help from my parents.

( ) 14. I just don't have the time to start the many things I'd like to do in my spare time.

( ) 15. I can count on my friends to help me in making decisions.

( ) 16. I feel that I let my parents interfere too much in my life.

( ) 17. I feel more important when I am with intelligent, popular people.

( ) 18. I find many interesting and enjoyable things to do in my spare time.

( ) 19. I have friends whom I can trust and who trust me.

( ) 20. I spend most of my spare time going to movies or watching T.V.

( ) 21. I feel somewhat hopeless about the nagging I get from my parents.

( ) 22. I have difficulty finding interesting and enjoyable things to do in my spare time.

( ) 23. I prefer to have my parents make up my mind.

( ) 24. I feel uncertain of myself when meeting people for the first time.

( ) 25. I enjoy my leisure time most when the activities include other people.

( ) 26. I have friends but don't feel really close to any of them.

( ) 27. I hesitate to make any major decision against my parent's advice.

( ) 28. While I have no definite plans, I feel that I'll have more time for leisure time activities in the next few years.

( ) 29. I worry that my relationship with my parents is not all that it might be.

( ) 30. I like working with someone else, when each of us is able to make a contribution.

( ) 31. I have many after school interests which I enjoy with my friends.

( ) 32. Although I get on very well with my parents, I feel I could get along on my own.

( ) 33. I have good friends from whom I get help all the time.

( ) 34. I am easily embarassed in social situations.

( ) 35. I enjoy developing new skills and hobbies in my free time.

( ) 36. I feel that my parents don't try to understand me.

( ) 37. I usually feel bored and restless, and do not seem to be able to enter into anything with real enthusiasm.

( ) 38. I feel that I have not had as happy a family life as other people.

( ) 39. Most of my friends are ready to help me when I ask for it.

( ) 40. I try too hard to live up to what my parents expect of me.

( ) 41. I feel a good understanding exists between my friends and myself.

( ) 42. I look forward to my spare time and the opportunity to participate with other people.

( ) 43. I live my own life and really don't care what my friends think of me.

( ) 44. I most enjoy leisure time activities when other people take charge of things.

( ) 45. I make my own arrangements with my friends without talking it over with my parents.

( ) 46. In starting a new hobby, I like to be shown how to do it by someone who really knows.

( ) 47. I count on my parent's help when I get into difficulties.

( ) 48. It makes me very unhappy to know that someone dislikes me.

( ) 49. I enjoy my spare time learning new skills and hobbies with friends.

( ) 50. My deep affection for my parents has remained unchanged since childhood.

( ) 51. I find difficulty in getting people to understand my true intentions.

( ) 52. In my spare time, I personally need more excitement than most of my friends.

( ) 53. I feel quite confident of myself when I work with other people.

( ) 54. I feel that I may have let my parents down.

( ) 55. I feel that my spare time life is rather dull and uninteresting.

( ) 56. I prefer friends who are a little older than I am.

( ) 57. I get along well with my parents and I never feel held back for fear of their disapproval.

( ) 58. It makes me uneasy not to know how others feel about me.

( ) 59. I am unable to get along with my parents and feel that this is pretty common for young people these days.

( ) 60. I have a pretty full schedule of things to do in my leisure time.

Item Analysis of ICS Personality Scale

	Familial	Social	Avocational
IS	3, 13, 32, 45, 57	0	8, 18, 35, 60
IDS	5, 23, 27, 47, 50	1, 15, 33, 39, 56	11, 20, 44, 46
DA	7, 16, 36, 40, 59	6, 17, 26, 43, 51	2, 14, 28, 52
INS	10, 21, 29, 38, 54	9, 24, 34, 48, 58	4, 22, 37, 55
MDS	0	12, 19, 30, 41, 53	25, 31, 42, 49

Note. Each numeral represents an item from the ICS Personality Scale in three areas of life (Familial, Social, and Avocational) across the five categories of security. The abbreviations for each category of security are as follows: IS = Independent Security; IDS = Immature Dependent Security; DA = Deputy Agents; INS = Insecurity; MDS = Mature Dependent Security.

Appendix D

The Self-Rating Scale

Description, Reduced Scale, Item Analysis, and Technical Data

Descriptive Data on the Selected Motive-Related Behavior Self-Rating Scale (SRS)

The SRS was devised by Kagan and Moss (1962). It is composed of 45 statements. The SRS has been reduced in number by the present investigator and is composed of 41 items. Four items regarding "anxiety" were removed because of a parental request. The statements are ranked 1, 2, 3, or 4, depending upon whether the subject strongly disagrees (1), mildly disagrees (2), mildly agrees (3), or strongly agrees (4).

The selected motive-related behaviors are classified into seven areas: aggression, hostility, dependency, affiliation, physical harm anxiety, status needs, and compulsivity.

A high aggression (Agg.) score indicates an individual's degree of agreement on items reflecting outward display of anger, hurt feelings, or threatened ideas. Anger arousal is reflected in a high hostility (Host.) score. A high dependency (Dep.) score indicates a person's agreement with items that reflect dependency on parents, other family members, or friends. A need to be accepted by friends and to conform to group standards is reflected in a high affiliation (Affil.) score. Fear of speeding autos, airplanes, atomic fallout, heights, storms, etc., are reflected in a high physical harm anxiety (Ph. Harm) score. A high score in status strivings (St. Need) indicates a person's needs for recognition goals and the need to "make a difference" to significant people. Lastly, a high score in compulsivity (Comp.) reflects a person's agreement with ritualistic attempts at order, and neatness of personal property.

Name: ________________________________ Date: ____________________

SELF-RATING SCALE

You are requested to rate yourself with respect to how much you agree with the following statements as descriptive of yourself or your attitudes during the past year. The four points of the scale are:

1. I strongly disagree with this statement: this statement does not apply to me.
2. I mildly disagree: this statement occasionally applies to me.
3. I mildly agree: this statement often applies to me.
4. I strongly agree: this statement very often applies to me.

Write the number in the bracket preceding each statement that is most descriptive of yourself.

( ) 1. I tend to do things very slowly and carefully.

( ) 2. I don't think you have to have friends in order to be happy.

( ) 3. I daydream of being famous someday.

( ) 4. I think security is the most important aspect of a job.

( ) 5. When I get mad at somebody I usually tell them so.

( ) 6. I don't mind taking orders.

( ) 7. I sometimes worry about the A and H bombs.

( ) 8. I sometimes rely on my (girlfriend/boyfriend/husband/wife) for advice.

( ) 9. I get irritated pretty easily.

( ) 10. I can't leave something I've started until it is finished.

( ) 11. Sometimes I get the impulse to smack somebody.

( ) 12. I'd like to be able to make friends easier.

( ) 13. I don't like movies with a lot of killing and violence.

( ) 14. Occasionally, I'll go along with the crowd, even though I don't want to, because I don't want to be different.

( ) 15. I usually don't say anything when I'm insulted by somebody.

( ) 16. I'd like other people to look up to me.

( ) 17. I get mad when someone tells me to hurry with some job.

( ) 18. I usually start something without too much planning.

( ) 19. I like to keep a close tie to my family.

( ) 20. I lose my temper pretty easily.

( ) 21. I get a little uneasy when riding in a fast car.

( ) 22. Sometimes I prefer to get advice with a problem rather than always decide everything by myself.

( ) 23. I tend to get upset when my personal things aren't in order.

( ) 24. I like to argue.

( ) 25. At times, I think I'd like to feel superior to most people.

( ) 26. I don't mind having a boss over me.

( ) 27. I find it hard to say "no" when people ask me to do something.

( ) 28. I sometimes feel a little uneasy when I'm at a height or in a high place.

( ) 29. I try hard to make new friends.

( ) 30. I like my friends to back me up when I fail at something.

( ) 31. I'm pretty sloppy around the house.

( ) 32. There are times when I get mad that I feel like throwing something.

( ) 33. I sometimes feel lonely and left out of things.

( ) 34. When I have a serious problem I usually go to somebody for advice.

( ) 35. I usually avoid a quarrel or a fight, even when I'm in the right.

( ) 36. It's funny, but lightning storms upset me a little bit.

( ) 37. I find myself wishing I had more prestige than I have.

( ) 38. I usually take my parents' advice on a lot of things.

( ) 39. I have a hard time making decisions.

( ) 40. I tend to be sarcastic to others.

( ) 41. I am a little afraid of travelling by airplane.

Item Analysis of Self-Rating Scale Over Motive-Related Behaviors

Aggressive	5	15	20	24	35	40	
Hostility	6	9	11	17	26	32	
Dependency	4	8	19	22	30	34	38
Affiliation	2	12	14	27	29	33	
Physical Harm	7	13	21	28	36	41	
Status Needs	3	16	25	37			
Compulsivity	1	10	18	23	31	39	

Note. Each numeral represents a test item for each motive-related behavior.

Technical Data on the Self-Rating Scale

Validity

The subjects' (at the Fels Institute of Developmental Research) self-ratings for the motive-related variable showed evidence of validity, for the correlations with related interview variables were generally positive and significant. The correlations are reported in the following table:

Motive-Related Variable of SRS	Related Interview Variable Men	Women
	Aggressive Retaliation	
Aggression	.35*	.34*
	Anger Arousal	
Hostility	.43**	.36*
	Dependency on Parents	
Dependency	.47*	.47*
	Affiliation	
Affiliation	.50*	.45*
	Withdrawal	
Physical Harm Anxiety	.34*	.11
	Intellectual Mastery (Achievement)	
Status Strivings	.60**	.56**
	Compulsivity	
Compulsivity	.57**	.36*

*$p < .05$

**$p < .01$

Appendix E

Inter-Test Correlation Coefficients
Between the Institute of Child Study
Personality Scale and the Self-Rating Scale

(_N_ = 87): Boys and Girls (Table 10)
(_n_ = 37): Boys (Table 11)
(_n_ = 50): Girls (Table 12)

Table 10

Inter-Test Correlation Coefficients of the Institute of Child Study

Personality Scale and the Self-Rating Scale (N = 87): Boys and Girls

	ICS Personality Scale[a]																	
	Familial				Social				Avocational					Total				
Self-Rating Scale[a]	IS	IDS	DA	INS	MDS	IDS	DA	INS	IS	MDS	IDS	DA	INS	IS+ MDS	IDS	DA	INS	MHQ
Aggression	05	-00	16	15	-11	-04	14	04	16	07	05	14	-03	07	-04	20	08	-01
Hostility	07	09	10	37**	-19	03	26*	28**	-12	-03	13	33**	45**	-04	08	27**	47**	-32**
Dependency	10	26*	-20	01	07	40**	-01	31**	19	24*	19	-14	03	25*	39**	-17	14	05
Affiliation	-10	17	08	06	07	15	-01	20	03	24*	17	05	13	13	20	06	16	-03
Physical Harm	-15	-13	12	28**	-08	-03	-07	20	-18	01	21*	16	26*	-13	-04	10	32**	-28**
Status Needs	-13	-06	21*	30**	-20	04	33**	27*	-09	13	23*	28**	34**	-05	05	35**	39**	-28**
Compulsivity	-10	10	-08	01	04	03	-04	15	14	-10	09	-06	-01	02	14	-09	06	-04

Note. Decimal point omitted.

[a] The two tests were administered in April 1973. Abbreviations are as follows: IS = Independent Security; IDS = Immature Dependent Security; DA = Deputy Agents; INS = Insecurity; MDS = Mature Dependent Security; MHQ = Mental Health Quotient.

$^{*}p < .05$

$^{**}p < .01$

Table 11

Inter-Test Correlation Coefficients of the Institute of Child Study

Personality Scale and the Self-Rating Scale ($\underline{n}$ = 37): Boys

	ICS Personality Scale[a]																	
	Familial				Social				Avocational					Total				
Self-Rating Scale[a]	IS	IDS	DA	INS	MDS	IDS	DA	INS	IS	MDS	IDS	DA	INS	IS+ MDS	IDS	DA	INS	MHQ
Aggression	14	-01	17	11	-10	-22	09	-28	35*	16	03	20	-14	26	-20	20	-10	22
Hostility	23	32*	13	36*	-17	02	33*	10	00	-06	26	39**	41**	01	20	35**	39**	-23
Dependency	28	16	-10	05	30	34*	-00	38**	09	21	14	01	07	28	30	-05	20	04
Affiliation	-22	13	12	06	37*	25	-15	08	07	34*	-02	-29	-07	18	12	-10	03	09
Physical Harm	-08	-14	20	20	-07	-17	-05	16	-21	02	05	-13	13	-14	-19	04	22	-22
Status Needs	-02	04	07	08	-22	-16	23	29	-02	03	17	28	10	-07	-06	23	19	-16
Compulsivity	04	17	-38*	-09	19	10	-05	16	32*	-09	04	-21	-08	19	25	-30	-02	12

Note. Decimal point omitted.

[a] The two tests were administered in April 1973. Abbreviations are as follows: IS = Independent Security; IDS = Immature Dependent Security; DA = Deputy Agents; INS = Insecurity; MDS = Mature Dependent Security; MHQ = Mental Health Quotient.

*$\underline{p} < .05$

**$\underline{p} < .01$

Table 12

Inter-Test Correlations Coefficients of the Institute of Child Study

Personality Scale and the Self-Rating Scale (_n_ = 50): Girls

	ICS Personality Scale[a]																	
	Familial				Social				Avocational					Total				
Self-Rating Scale[a]	IS	IDS	DA	INS	MDS	IDS	DA	INS	IS	MDS	IDS	DA	INS	IS+ MDS	IDS	DA	INS	MHQ
Aggression	-04	01	15	19	-12	18	20	28*	-03	-01	07	08	06	-10	11	19	23	-20
Hostility	-07	-06	04	40**	-12	15	10	39**	-16	02	06	27	45**	-03	03	15	53**	-36**
Dependency	00	34**	-23	-01	-14	40**	12	29*	24	24	22	-21	07	20	43**	-17	14	02
Affiliation	-03	18	04	06	-07	12	04	27*	03	20	28*	26	25	12	27	13	23	-08
Physical Harm	-19	-13	14	34**	-19	-06	08	25	-26	-03	29*	40**	45**	-19	01	25	43**	-38**
Status Needs	-29*	-15	25	49**	-05	42**	22	28*	-03	28*	32*	25	46**	05	19	33*	53**	-32*
Compulsivity	-18	07	13	08	-13	-11	09	17	-06	-13	12	08	10	-16	05	14	15	-20

Note. Decimal point omitted.

[a] The two tests were administered in April 1973. Abbreviations are as follows: IS = Independent Security; IDS = Immature Dependent Security; DA = Deputy Agents; INS = Insecurity; MDS = Mature Dependent Security; MHQ = Mental Health Quotient.

*$p < .05$

**$p < .01$

Appendix F

Intercorrelations Among the Subtests of the Institute of Child Study Personality Scale (N = 87): Boys and Girls (Table 13)

Table 13

Intercorrelations Among the Subtests of the Institute of

Child Study Personality Scale (N = 87): Boys and Girls

ICS Personality Scale[a]		ICS Personality Scale[a] Familial				Social				Avocational					Total				
		IS	IDS	DA	INS	MDS	IDS	DA	INS	IS	MDS	IDS	DA	INS	IS+ MDS	IDS	DA	INS	MHQ
Familial	IS		11	-24*	-39**	21*	06	07	-17	05	01	05	09	-09	47**	13	-08	-30**	46**
	IDS			-46**	-35**	-02	05	-03	02	01	12	18	-06	-05	14	66**	-30**	-20	20
	DA				64*	-14	-02	31**	16	-17	-15	-10	36**	32**	-30**	-37**	83**	52**	-50**
	INS					-22*	11	30**	36**	-04	-11	01	17	45**	-28**	-18	55**	83**	-69**
Social	MDS						42**	-35**	-26*	31**	41**	04	-14	-27*	66**	23*	-27*	-32**	58**
	IDS							-12	05	20	46**	22*	-04	-01	38**	61**	-07	07	17
	DA								26*	03	-06	16	35**	28**	-06	-05	70**	36**	-27*
	INS									-09	-15	22*	04	35**	-22*	11	21*	72**	-57**
Avocational	IS										39**	-11	-03	-55**	67**	10	-10	-26**	54**
	MDS											18	04	-30**	66**	38**	-10	-23*	52**
	IDS												09	25*	07	64**	04	19	-08
	DA													33**	-04	01	69**	22*	-17
	INS														-45**	08	41**	74**	-72**
Total	IS+ MDS															31**	-21*	-40**	81**
	IDS																-23*	-02	19
	DA																	52**	-45**
	INS																		-86**
	MHQ																		

Note. Decimal point omitted.

[a] Administered in April 1973. Abbreviations are as follows: IS = Independent Security; IDS = Immature Dependent; DA = Deputy Agents; INS = Insecurity; MDS = Mature Dependent Security; MHQ = Mental Health Quotient.

*$p < .05$

**$p < .01$

Appendix G

Intercorrelations Among the Subtests of the Self-Rating Scale (N = 87): Boys and Girls (Table 14)

Table 14

Intercorrelations Among the Subtests of the Self-Rating Scale (N = 87): Boys and Girls

	Self-Rating Scale[a]						
Self-Rating Scale[a]	Agg.	Host.	Dep.	Affil.	Ph. Harm	St. Needs	Comp.
Aggression		39**	-07	-18	-05	08	02
Hostility			11	12	10	41**	-11
Dependency				15	00	15	13
Affiliation					35**	28**	-02
Physical Harm						29**	-00
Status Needs							-08
Compulsivity							

Note. Decimal point omitted.

[a] The Self-Rating Scale was administered in April 1973.

$^{*}p < .05$

$^{**}p < .01$

Appendix H

Personality Analysis Form for Projective Techniques
Constructed by Korella (1971) and Used
in the Present Study to Quantify
the TAT Protocols of the Case Study Subjects

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: ____________________ Age: ___ Sex: ___ Grade: ___ School: __________

Test: ____________________ Examiner: ______________ Date: __________

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........						
Adequate..........						
ORIENTATION toward						
Self..............						
Other people......						
NEEDS for						
Acceptance........						
Security..........						
Dependence........						
Self-expression...						
Achievement:						
drive...........						
mastery.........						
Power.............						
Punishment by						
others..........						
self............						
Others:...........						
CONFLICT with						
Home..............						
School............						
Sex...............						
Others:...........						

	1	2	3	4	5	T.
FEELINGS of						
Frustration......						
Rejection........						
Anger............						
Agression toward						
others.........						
self...........						
Shame............						
Guilt............						
Anxiety..........						
Depression.......						
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...						
Rationalization..						
Projection.......						
Denial...........						
Negativism.......						
Fantasy..........						
Overt withdrawal.						
Regression.......						
Others:..........						

	positive						negative						ambivalent					
ATTITUDES toward	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
Social standards..																		
Authority figures.																		
School............																		
Others:...........																		
RELATIONSHIPS with																		
Parents -.........																		
father..........																		
mother..........																		
Siblings -........																		
male............																		
female..........																		
Peers -...........																		
males...........																		
females.........																		
People............																		

QUALITY OF RESPONSES (comments)...

TAT PROTOCOL SCORE

SHEETS FOR JUDGES 1 AND 2

199A

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: Don B. (#028) **Age:** 19 **Sex:** M **Grade:** ___ **School:** ___________

Test: TAT **Examiner:** Judge 1 **Date:** ___________

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........		✓✓✓	✓✓			12
Adequate..........		✓				2
ORIENTATION toward						
Self..............		✓✓	✓✓			10
Other people......		✓✓				4
NEEDS for						
Acceptance........		✓✓	✓✓	✓		14
Security..........			✓✓	✓		10
Dependence........		✓	✓			5
Self-expression...			✓			3
Achievement:						
drive..........						
mastery..........						
Power.............			✓✓	✓		10
Punishment by						
others..........						
self...........						
Others:...........						
CONFLICT with						
Home..............			✓✓	✓		10
School............						
Sex...............						
Others: Society...			✓✓✓	✓		13

	1	2	3	4	5	T.
FEELINGS of						
Frustration......	✓	✓	✓✓			9
Rejection........		✓				2
Anger............	✓✓	✓				4
Agression toward						
others.........		✓✓	✓			7
self...........						
Shame............						
Guilt............			✓✓	✓		10
Anxiety..........				✓		4
Depression.......			✓✓			6
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...		✓✓	✓			7
Rationalization..		✓	✓			5
Projection.......		✓✓				
Denial...........			✓			3
Negativism.......						
Fantasy..........		✓✓	✓			7
Overt withdrawal.		✓✓				4
Regression.......						
Others:..........						

	positive						negative						ambivalent					
	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
ATTITUDES toward																		
Social standards..		✓				2												
Authority figures.																		
School............																		
Others:...........																		
RELATIONSHIPS with																		
Parents -.........																		
father..........								✓				2						
mother..........		✓✓				4		✓				2						
Siblings -........																		
male............																		
female..........																		
Peers -...........																		
males...........																		
females.........			✓			3												
People............																		

QUALITY OF RESPONSES (comments)...

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: Don B. (#028) **Age:** 19 **Sex:** M **Grade:** ___ **School:** ___________

Test: TAT **Examiner:** Judge 2 **Date:** ___________

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........			✓✓	✓✓		14
Adequate..........		✓				2
ORIENTATION toward						
Self..............			✓✓✓	✓		13
Other people......		✓✓				4
NEEDS for						
Acceptance........		✓✓			✓✓	14
Security..........			✓✓			6
Dependence........		✓✓				4
Self-expression...			✓			3
Achievement: drive...........						
mastery.........						
Power.............		✓✓	✓✓✓			14
Punishment by others..........						
self............						
Others:...........						
CONFLICT with						
Home..............		✓	✓✓	✓✓	✓✓	26
School............						
Sex...............			✓✓			6
Others: Authority..		✓	✓✓	✓✓	✓	20

	1	2	3	4	5	T.
FEELINGS of						
Frustration......	✓			✓✓		7
Rejection........		✓				2
Anger............			✓			3
Agression toward others.........		✓✓	✓✓	✓✓✓	✓✓	32
self...........						
Shame............						
Guilt............		✓✓	✓✓	✓		14
Anxiety..........	✓✓	✓		✓		5
Depression.......			✓✓			6
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...			✓✓	✓✓	✓✓	24
Rationalization..			✓✓	✓		10
Projection.......						
Denial...........	✓		✓			4
Negativism.......						
Fantasy..........	✓		✓			4
Overt withdrawal.			✓			3
Regression.......						
Others:..........						

	positive						negative						ambivalent					
	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
ATTITUDES toward																		
Social standards..																		
Authority figures.								✓✓✓				6						
School............																		
Others:...........																		
RELATIONSHIPS with																		
Parents -.........																		
father..........			✓✓			6		✓				2						
mother..........		✓✓				4		✓	✓			5						
Siblings -........																		
male............																		
female..........																		
Peers -...........																		
males...........																		
females.........	✓				✓	6			✓✓			6						
People............																		

QUALITY OF RESPONSES (comments)..

199C

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: Patty S. (#364) Age: 18 Sex: F Grade: ___ School: ___

Test: TAT Examiner: Judge 1 Date: ___

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........	✓	✓✓	✓			8
Adequate..........		✓	✓			5
ORIENTATION toward						
Self..............		✓	✓✓			8
Other people......		✓	✓			5
NEEDS for						
Acceptance........	✓	✓✓	✓✓	✓✓		19
Security..........		✓✓✓		✓		10
Dependence........	✓	✓	✓✓✓	✓✓		20
Self-expression...				✓✓		8
Achievement:						
drive...........						
mastery.........						
Power.............		✓				2
Punishment by						
others..........						
self............		✓				2
Others:...........						
CONFLICT with						
Home..............	✓	✓				3
School............						0
Sex...............	✓					1
Others:...........						

	1	2	3	4	5	T.
FEELINGS of						
Frustration......	✓	✓				3
Rejection........			✓			3
Anger............	✓	✓✓				5
Agression toward						
others.........						
self...........						0
Shame............						
Guilt............						
Anxiety..........		✓✓				4
Depression.......		✓				2
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...	✓					1
Rationalization..		✓✓				4
Projection.......						0
Denial...........		✓	✓✓			8
Negativism.......		✓✓	✓			7
Fantasy..........		✓				2
Overt withdrawal.						
Regression.......						
Others:..........						

	positive						negative						ambivalent					
	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
ATTITUDES toward																		
Social standards..														✓				2
Authority figures.		✓				2												
School............																		
Others:...........																		
RELATIONSHIPS with																		
Parents -.........																		
father..........			✓			3												
mother..........			✓			3	✓	✓✓				5						
Siblings -........																		
male............																		
female..........																		
Peers -...........			✓✓			6												
males...........			✓			3		✓				2						
females.........																		
People............																		

QUALITY OF RESPONSES (comments)..

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: Patty S. Age: 18 Sex: F Grade: ___ School: ___

Test: TAT Examiner: Judge 2 Date: ___

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........	✓	✓✓	✓✓			11
Adequate..........						0
ORIENTATION toward						
Self..............			✓✓			6
Other people......			✓			3
NEEDS for						
Acceptance........		✓✓✓	✓✓✓	✓✓	✓✓	43
Security..........					✓	5
Dependence........	✓		✓✓✓	✓		14
Self-expression...					✓✓	10
Achievement:						
drive...........						
mastery.........						
Power.............						0
Punishment by						
others..........						
self............						0
Others:...........						
CONFLICT with						
Home..............	✓	✓✓	✓✓			11
School............			✓			3
Sex...............		✓	✓			5
Others:...........						

	1	2	3	4	5	T.
FEELINGS of						
Frustration......			✓	✓		7
Rejection........			✓			3
Anger............		✓✓	✓			7
Agression toward						
others.........						
self...........		✓	✓			5
Shame............						
Guilt............						
Anxiety..........				✓✓	✓✓	18
Depression.......			✓✓			6
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...		✓✓	✓✓	✓✓	✓	23
Rationalization..				✓		7
Projection.......			✓✓✓	✓✓		17
Denial...........		✓✓				4
Negativism.......						0
Fantasy..........	✓✓					20
Overt withdrawal.						
Regression.......						
Others:..........						

	positive						negative						ambivalent					
	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
ATTITUDES toward																		
Social standards..																		
Authority figures.									✓✓			6						
School............																		
Others:...........																		
RELATIONSHIPS with																		
Parents -.........																		
father..........																		
mother..........								✓	✓✓	✓✓		16						
Siblings -........																		
male............									✓			3						
female..........																		
Peers -...........																		
males...........		✓✓	✓	✓✓		15												
females.........		✓✓	✓	✓✓		15												
People............																		

QUALITY OF RESPONSES (comments)..

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: Bernice S. (#266) Age: 19 Sex: F Grade: ___ School: ______

Test: TAT Examiner: Judge 1 Date: ______

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........		✓✓				4
Adequate..........		✓	✓✓	✓✓	✓	24
ORIENTATION toward						
Self..............	✓✓	✓	✓✓			10
Other people......		✓✓	✓			8
NEEDS for						
Acceptance........		✓✓	✓✓			10
Security..........	✓	✓✓	✓			8
Dependence........	✓	✓	✓			6
Self-expression...		✓✓				4
Achievement: drive...........		✓✓	✓✓	✓		14
mastery.........			✓✓	✓		10
Power.............		✓	✓	✓✓		13
Punishment by others..........	✓	✓				3
self............						
Others:...........						
CONFLICT with						
Home..............			✓✓	✓✓✓		18
School............						
Sex...............						0
Others:...........						

	1	2	3	4	5	T.
FEELINGS of						
Frustration......		✓		✓✓		10
Rejection........			✓✓			6
Anger............	✓		✓			4
Agression toward others.........						
self...........						
Shame............			✓			3
Guilt............			✓✓			6
Anxiety..........		✓✓	✓			7
Depression.......	✓		✓✓			7
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...	✓		✓✓	✓		11
Rationalization..			✓✓	✓✓		14
Projection.......		✓	✓✓			8
Denial...........	✓					1
Negativism.......						
Fantasy..........	✓		✓			4
Overt withdrawal.			✓✓			6
Regression.......						
Others:..........						

	positive						negative						ambivalent					
	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
ATTITUDES toward																		
Social standards..																		
Authority figures.																		
School............																		
Others:...........																		
RELATIONSHIPS with																		
Parents -.........																		
father..........				✓✓		8												
mother..........			✓			3	✓✓	✓				4						
Siblings -........																		
male............																		
female..........																		
Peers -...........								✓				2						
males...........																		
females.........																		
People............																		

QUALITY OF RESPONSES (comments)..

199F

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: Bernice S. (#266) Age: 10 Sex: F Grade: ___ School: ___

Test: TAT Examiner: Judge 2 Date: ___

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........			✓			3
Adequate..........		✓	✓✓	✓✓	✓✓	26
ORIENTATION toward						
Self..............	✓✓	✓		✓✓		12
Other people......		✓✓		✓		8
NEEDS for						
Acceptance........			✓	✓		7
Security..........			✓✓			6
Dependence........			✓			3
Self-expression...			✓✓			6
Achievement:						
drive............	✓		✓✓	✓✓✓	✓	21
mastery..........			✓✓			6
Power............				✓	✓✓	14
Punishment by others..........			✓			3
self............						
Others:..........						
CONFLICT with						
Home.............		✓	✓	✓✓✓	✓✓✓✓	33
School...........						
Sex..............			✓✓✓	✓		13
Others:..........						

	1	2	3	4	5	T.
FEELINGS of						
Frustration......		✓			✓✓	12
Rejection........		✓✓		✓✓		12
Anger............						0
Agression toward others.........						
self...........						
Shame............			✓			3
Guilt............			✓✓✓	✓✓✓		21
Anxiety..........			✓✓			6
Depression.......						0
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...		✓✓✓	✓✓✓	✓✓	✓✓	39
Rationalization..				✓✓		5
Projection.......		✓✓		✓		10
Denial...........						0
Negativism.......						
Fantasy..........						0
Overt withdrawal.						0
Regression.......						
Others:..........						

	positive						negative						ambivalent					
	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
ATTITUDES toward																		
Social standards..	✓	✓				3			✓		✓✓	13						
Authority figures.		✓				2												
School...........																		
Others:..........																		
RELATIONSHIPS with																		
Parents -........																		
father..........					✓✓✓	15												
mother..........										✓✓✓		12						
Siblings -.......																		
male...........																		
female.........																		
Peers -..........																		
males..........				✓✓		8												
females........				✓		4					✓✓	10						
People...........				✓		4												

QUALITY OF RESPONSES (comments)...

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: Martin D. (#303) **Age:** 19 **Sex:** M **Grade:** ___ **School:** ___________

Test: TAT **Examiner:** Judge 1 **Date:** ___________

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........		✓✓	✓✓			10
Adequate..........		✓	✓✓✓			11
ORIENTATION toward						
Self..............		✓	✓✓	✓✓		16
Other people......		✓		✓✓		14
NEEDS for						
Acceptance........			✓✓	✓✓		14
Security..........		✓	✓	✓		9
Dependence........		✓	✓✓			5
Self-expression...		✓	✓			5
Achievement: drive...........	✓	✓	✓	✓		10
mastery..........			✓	✓	✓	12
Power.............						
Punishment by others..........		✓✓	✓			7
self............						0
Others:...........						
CONFLICT with						
Home..............				✓		4
School............						
Sex...............						0
Others:...........						

	1	2	3	4	5	T.
FEELINGS of						
Frustration......		✓				2
Rejection........			✓	✓		7
Anger............						
Agression toward others.........		✓	✓			5
self...........						
Shame............		✓				2
Guilt............		✓				2
Anxiety..........					✓✓	10
Depression.......			✓			3
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...		✓	✓			5
Rationalization..		✓✓	✓✓			10
Projection.......						
Denial...........						0
Negativism.......						
Fantasy..........,		✓	✓			5
Overt withdrawal.			✓			3
Regression.......		✓				2
Others:..........						

	positive						negative						ambivalent					
	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
ATTITUDES toward																		
Social standards..																		
Authority figures.			✓			3												
School............																		
Others:...........																		
RELATIONSHIPS with																		
Parents -.........				✓		4												
father..........			✓			3												
mother..........				✓	✓	9												
Siblings -........																		
male............																		
female..........																		
Peers -...........																		
males...........																		
females.........																		
People............																		

QUALITY OF RESPONSES (comments)..

PERSONALITY ANALYSIS FORM
for
PROJECTIVE TECHNIQUES

Examinee: Martin D. (#303) **Age:** 19 **Sex:** M **Grade:** ___ **School:** ___

Test: TAT **Examiner:** Judge 2 **Date:** ___

	1	2	3	4	5	T.
SELF-CONCEPT:						
Inadequate........	✓	✓✓	✓			7
Adequate..........	✓		✓✓			11
ORIENTATION toward						
Self..............			✓✓	✓		10
Other people......				✓✓✓		8
NEEDS for						
Acceptance........	✓			✓✓	✓✓✓	24
Security..........	✓			✓✓	✓✓✓	24
Dependence........				✓✓✓		12
Self-expression...				✓		4
Achievement: drive...........		✓✓	✓✓✓	✓✓✓	✓✓✓	35
mastery..........				✓✓✓		12
Power.............						
Punishment by others..........				✓✓✓		12
self............		✓✓				4
Others:...........						
CONFLICT with						
Home..............	✓		✓✓			4
School............						
Sex...............				✓✓		8
Others:...........						

	1	2	3	4	5	T.
FEELINGS of						
Frustration......			✓			3
Rejection........			✓✓			5
Anger............						
Agression toward others.........	✓		✓✓✓	✓✓✓		19
self..........						
Shame............						0
Guilt............			✓✓✓	✓✓		10
Anxiety..........		✓✓	✓✓✓	✓✓	✓✓	19
Depression.......			✓			3
Others:..........						
BEHAVIOR MECHANISMS:						
Identification...			✓✓	✓✓	✓✓✓	29
Rationalization..			✓✓			6
Projection.......						
Denial...........			✓			3
Negativism.......						
Fantasy..........			✓✓	✓		10
Overt withdrawal.			✓			3
Regression.......						0
Others:..........						

	positive						negative						ambivalent					
	1	2	3	4	5	T.	1	2	3	4	5	T.	1	2	3	4	5	T.
ATTITUDES toward																		
Social standards..			✓	✓	✓	12								✓				2
Authority figures.			✓			3	✓					1		✓				2
School............																		
Others:...........																		
RELATIONSHIPS with																		
Parents -.........																		
father..........								✓	✓✓	✓		12						
mother..........		✓	✓	✓✓	✓	18												
Siblings -........																		
male............																		
female..........							✓					1			✓			3
Peers -...........									✓			3						
males...........																		
females.........																		
People............																		

QUALITY OF RESPONSES (comments)...

Appendix I

Summary Table of Agreement Between Judges 1 and 2 of the TAT Protocols Over the Four Case Studies

Table 19

Summary Table of Agreement Between

Judges 1 and 2 on the TAT Protocols[a]

Over the Four Case Studies

Subject(s)	Pearson Correlation Coefficient(s)
Case Study One (#028)	.87**
Case Study Two (#364)	.76**
Case Study Three (#266)	.51**
Case Study Four (#303)	.69**

[a] Ratings completed in February 1975.

**$p < .01$

Appendix J

TAT Responses of the
Four Case Studies

TAT Responses

December 28, 1974

#028. Don B. (19 years, 2 months)

Don is a machinist working in a Kenora Ontario auto-parts shop. He has completed Grade 12.

Card #1 3:41 - 3:44 (3 minutes)

He came home after school, had supper, and wanted to go out and play baseball, but his mother wouldn't let him. His mother wants him to stay in and play the violin. He's lookin' at the violin imagining it's a baseball bat, 'cause he wants to play baseball and not the violin. His mother runs his life, babies him, and wants him to be a mammy's boy. So he sneaks out and plays baseball. Finally, when comes back, his mother realizes that he's not there to do what she wants him to do.

(93 words)

Card #5 3:44 - 3:48 (4 minutes)

It's in the morning. The woman in the picture is just getting up and she comes down the stairs. She walks into the dining room and sees a vase full of flowers in the living room. She looks on the couch and sees her son sitting there. She's been told that he was killed in the war and doesn't realize that he's still alive. She is shocked, happy, and can't believe it at first--all at once! They talked for awhile and then she makes his favorite breakfast--whatever that is.

(91 words)

Card #8BM 3:48 - 3:51 (3 minutes)

The guy on the operating table is the boy's father. They were out hunting together. It was an accident. The gun went off and shot his father. He is not in the same room as his father. He is imagining the scene that they are operating on his father to try and save him. He imagines what it'll be like if his father dies. He imagines what it'll be like coming home after school and his father not being there. The doctors come out and tell the boy that his father died. He wakes up and realizes it was a dream!

(101 words)

Card #13MF 3:51 - 3:56 (5 minutes)

These two are married. The guy was out drinking and when he came home his wife was in bed. They started arguing. They had a fight and he pushed her. She hit her head. He thinks she's dead and thoughts are running through his head--how stupid I am to get drunk, and what he's lost--all for nothing! She wakes up--she was just knocked out. They hugged and had a big crying session. He quit drinking.

(79 words)

Card #10 3:56 - 3:58.6 (2.5 minutes)

The woman and the man in the picture are married and old. The picture takes place in his imagination. She died years ago and he's imagining the way it used to be. When he's thinking about it, he feels warm and in love--what it was like when she was alive. He's all alone now and doesn't have anyone and feels no one cares about him. He doesn't want to live anymore. He falls asleep and dies.

(76 words)

Card #18BM 3:57 - 3:59 (2 minutes)

The guy is walking home at night. He lives in a poor section of town--slums kind of. A guy attacks him, robs him, and beats him up. The guy is trying to understand why he is being beaten up, and why everyone can't be happy and why they can't be friendly, and why they can't live peacefully in their short time on earth. When they die, money won't mean anything to them. That's all!

(75 words)

Card #7BM 3:59 - 4:02 (3 minutes)

The older man is the young one's father. He's a lawyer. He always wanted his son to be a lawyer. The son knows how the father feels if he won't be--upset. The son decided that he wants to be a musician instead of a lawyer. Right now, he's telling his father that he feels nervous, hesitant, and looking for words to say. He finally tells his father--and his father just smiles at him, and realizes that his son has grown up and can decide what he wants to do on his own--no matter what his ideas for his son are.

(103 words)

Card #3BM 4:02.5 - 4:05 (2.5 minutes)

A woman sitting there weeping--sorta--on--bench. She found her husband fooling around with another woman. She shot him with the gun and she realizes that he wasn't any good anyway. She feels stupid because of what she's done--because she hated him anyway and will only hurt herself because she will be arrested. The police came and arrested her. She goes to court and sentenced to hang--a real tear jerker.

(73 words)

Card #14 4:05 - 4:07.5 (2.5 minutes)

The boy is in an orphanage. When he was really young, his mother and father were killed in a car accident. He's about 18 now and was never adopted because he wasn't nice-looking. He was left there. He feels angry, resentful, hurt, and deprived. All he can think of doing is to run away from pain. So he runs away. That's it.

(73 words)

Card #16 (Blank Card) 4:09 - 4:11 (2 minutes)

It's a landscape picture. All the bottom is green grass. There is no underbrush. There is a big maple tree on the right side--a stream is flowing through the green grass. The horizon has rolling hills--sort of like foothills. The sun is coming up over them. The sky is blue--there are no clouds. In the middle of the field, there is a little cabin with smoke coming out of the chimney. The field looks as if no one has lived there--no one has messed up the way it looks.

(93 words)

Best Liked Card--#5
Least Liked Card--#10

TAT Responses

January 2, 1975

#364. Patty S. (18 years, 6 months)

Patty is at Lakehead University taking nursing education. She completed Grade 13 at Kenora, Ontario.

Card #1 2:44 - 2:47 (3 minutes)

This little guy was outside playing in his backyard. His mom called him in and she said, "Tommy, it's time to go upstairs to practice your violin lessons." He said, "Aw Mom, I don't want to. I'm playing baseball outside." She said, "Yes, Tommy, it's time to go upstairs." "O.K.," he says. He goes upstairs into his room and sits there and looks at the stupid violin and thinks to himself--I could be outside playing baseball instead of this stupid violin lesson. He daydreams for awhile. His mom hears that there is no violin playing and calls up--"Tom, get playing." He does and that's the end.

(104 words)

Card #5 2:47 - 2:51 (4 minutes)

O.K. This lady is sitting in her kitchen making supper for her husband and her family. She hears a noise and a shuffling around, so she washes her hands and she comes out into the living room, opens the door. She sees her favorite flowers sitting in a vase on the table. The flowers were grown outside--they are roses. She spent lots of time on them. She looks at them in horror--how could this happen! She thinks about he 6-year-old. He's hiding under the table in the kitchen. She says, "Come on out, son. What are you hiding for?" He says, "I'm just playing a game." He says, "Mom, how did you like your present in the living room?" "Oh, my flowers," she says. She doesn't get angry at him. "They are very nice, but please don't pick the flowers in the backyard anymore." She knows flowers will grow back again and that her son would be hurt if she got angry. That's the end.

(174 words)

Card #8BM 2:52 - 2:55 (3 minutes)

This boy is daydreaming. He's looking forward into the future because he just found out that his appendix will be taken out. He's only 11 years old and he's scared. He has visions of his doctor cutting him open. He's just nervous about the whole thing. The doctor assured him that all will be all right, but she's still afraid. He has visions of it being really painful. Someone better assures him that it'll be O.K. Maybe his parents will assure him that it'll be O.K. and talk it over with him.

(80 words)

Card #13MF 2:55 - 2:59 (4 minutes)

This guy spent a long day at the office as he always does--he's never home! He has a wife and two young kids--a boy and a girl. He comes home and finds his wife dead on the bed. She'd been drinking a lot lately because he was never ever home. So she got fed up and really depressed that she killed herself. He comes home and finds her. He is really upset and blames himself. He feels that he should of realized what was going on--because she was drinking more than she used to. He's very sad, and that's the end! (Deep sigh)

(102 words)

Card #10 2:59 - 3:05 (6 minutes)

This couple . . . She went to the party with her friends and they are all sitting around having a good time--it's a big dance. All the guys they knew went too--all friends. They were sitting on the other side of the room--they (girls) were on the other side of the room--summer time too. This girl here has liked the guy that she's dancing with for the longest time--they've just been good friends. He's kinda "dozy"--he doesn't realize that she likes him . . . . Well . . . they're just good friends. They're all together that night. He sorta likes her too and later in the evening he asks her for a dance. So they're up there dancing and asking her lots of questions--"Having a good summer?"--"How's your job?" The kids are having a big beach party the next day. He realizes that she likes him a lot. He asks her to go to the beach party. He's asking her right there on the dance floor. She is happy he asked her. They go and have a good time.

(168 words)

Card #18GF 3:05 - 3:11 (6 minutes)

This is a little girl and this is his mother. They've got a great big staircase. The mother just walked out of the kitchen and caught her daughter sliding down the bannister. The mother told Jill a million times not to slide down the bannister or she'll get hurt. Jill didn't see mother and slides down the bannister and hits her head. She just lays there! By this time, mother rushes over and picks the daughter up. The mother looks as if she's going to cry. The daughter is in a daze, but she's O.K. The mother says again, "Jill, I wished you wouldn't do that. This time you got hurt and it really worries me." She helps Jill up to the door to the bedroom and lays her in bed and calls the doctor. He comes over. She's O.K. Later that night, her mom goes in and talks with Jill about sliding down bannisters. Jill says she won't do it again but she probably will. She didn't really learn her lesson.

(174 words)

Card #7GF 3:11 - 3:15 (4 minutes)

This is a mother and her two daughters. She just had the baby girl and this is the first time the older girl has held the baby. I guess the mother is showing her how to hold the baby. But the older girl doesn't seem very interested, which isn't very good because the baby chould fall and hurt itself. Maybe she just saw someone walk by the window and is looking out. She doesn't look very happy either. She's not holding the baby right either--it's a way down and not close to her. She just isn't very interested. I don't know of any story with it.

(108 words)

Card #3BM 3:15 - 3:20 (5 minutes)

I don't know what's the matter with this kid. Maybe she's tired and flaked out for awhile. Maybe she had a bad day at school and came home and feels rotten--nothing is going right lately. He just goes up to his room, is sitting by the bed thinking about things and wishes they were different. But he'll phone his friend tonight and talk it over with him and make him feel better about it. His parents will see that something is wrong too, and will talk it over with him. By the next morning, he'll feel that he can start again --that it isn't that bad and he'll do O.K.

(114 words)

Card #8GF 3:20 - 3:23 (3 minutes)

This girl reminds me of me when I'm away from home--when I sit and think. She seems to be thinking about her family and all her friends at home. She is looking forward to seeing them again. It's probably a Sunday--probably the radio is playing good music. She's probably wishing for the good old days, but knows there's plenty of good days ahead too. That's all!

(72 words)

Card #16 (Blank)   3:23 - 3:28 (5 minutes)

Are you serious! Did anyone else have trouble with this card?! I would see lots of trees, a lake, a cabin, me and a few close friends sitting around a bonfire. It's about 7 o'clock at night--a really nice sunset. Bonfire going. We are roasting wieners and having hot dogs and marshmallows. All my good friends are there (about 12)--guys and girls. We're singing songs and laughing--kidding around. After awhile we just sit around and talk until the sun goes down. Then we go up to the cabin, light the fire and sit around some more. It's quite a time--having a good time with good friends.

(114 words)

Best Liked Card--#16
Least Liked Card--#13MF

TAT Responses

December 31, 1974

#266. Bernice S. (19 years, 2 months)

Bernice is at Brandon University in first year education. She has completed Grade 13 in Kenora, Ontario.

Card #1 2:31 - 2:35 (4 minutes)

The story is about a little boy who always wanted to play an instrument but he didn't have enough money to ever buy one. One day he got a surprise. He didn't know where it came from but he didn't care--he got a violin! He was so happy and overjoyed with the money he saved up. He was going to look for a teacher to help him play his violin. He liked it so much he never parted from his violin. He dreamed and had high hopes of becoming famous. He never tried to find out who got it for him. He was gratified. He told his parents about it and they were happy too. The parents didn't know anything about it. The parents helped him find a good violin teacher with the money he had. He looked forward to the future playing his violin.

(146 words)

Card #5 2:36 - 2:41 (5 minutes)

A lady was home all alone when she heard some funny noise upstairs. She wondered what to do--to go for a walk or go up and investigate. She sat listening, getting a little afraid. Then the phone rang! It was the wrong number. That even made her more afraid. She decided to be strong and courageous and go up and see what was happening. She remembered that it could have been the cat. So up she went. She didn't really know what room it was. She started at the closest room--looked in. She went on down the hall looking in every room. In the very last room she heard a crash. She ran to it and opened the door--and laughed. 'Cause it was nothing more than the cat. She felt funny thinking all the things she had thought downstairs. She let her imagination run away with herself. She laughed, let the cat outside, and decided it was time to go to bed.

(162 words)

Card #8BM 2:41 - 2:45 (4 minutes)

This is about a boy just growing up who always dreamed of being a heroic doctor. He watched TV shows and made a point of never missing the shows with doctors in them. He thought about all the people and all the lives he could save. Maybe some day people would come to him and ask him how did he get to be such a good doctor. He made sure his grades were high in school and he dreamed what a rewarding life being a doctor would be. In his dreams he thought of discovering many new cures which would bring him much success. He wanted to become older and finish his grades quickly so he worked very hard and looked forward to being a doctor--a man who could save lives.

(128 words)

Card #13MF 2:45 - 2:52 (7 minutes)

The story is about a man and his wife. He didn't care about her as much as he should have. He was too involved with his social life. She had been complaining about aches and pains but he had told her never to see a doctor because it was nothing. He called it an every-day cold. She was getting worse each day. She told her husband but he didn't pay attention. One day while he was at one of his wealthy friend's parties, he got a phone call to hurry home. He thought it would be about his silly wife's sickness which he thought was all in her mind. He stayed at the party and didn't bother phoning back until he got another phone call in the evening saying he'd better get home quickly so he decided to leave the party. He went to see the person who was making all the phone calls on the floor above and asked him what right he had to bother him at the party. The man said, "Go downstairs and see for yourself." Downstairs he found police standing outside the door, and entered to find his wife dead. He was very sorry for neglecting her but couldn't tell her how he felt because it was too late. She was dead and it was his fault.

(219 words)

Card #10 2:52 - 2:57 (5 minutes)

The story is about two people who had just arrived in Canada and were looking for a place to live and where they'll be accepted. They both went looking for jobs and seeking a home to find happiness and good people around them. This made them very happy and laugh at their foolish ideas about how hard it would be to adjust to the new land. They found good jobs, a nice little house in a small town, and made many new friends. They felt very contented and their friends would ask them over for meals and help them get started into their new life. The couple felt they owed a lot to the friends they had made because it was them who helped them along when they needed help most. They were happy they came to this new land and happy because they had a long, good-looking future ahead of themselves together.

(162 words)

Card #18GF 2:57 - 3:07 (10 minutes)

This is about a lady and her husband who married each other not out of love, but for each others wealth. Although she did not love her husband, she would get very jealous when he spoke to other women.

She warned him if he ever did anything behind her back that she would take all her money and find someone else. Her husband got bored with her, began getting irritated being with her, and told her this. She said, "If you be nice to me, I'll be nice to you--if you want to leave me just say so." He said he wanted her to stay. She knew it was just for her money. One evening she saw her husband with another lady so found out her name from other sources and swore she'd get revenge. She didn't say anything to her husband about this. She told her husband that she was going to leave town for a few days and not to expect her back for a few weeks. That same day she was supposed to be leaving on the airplane, she went back into her house to find her husband with the same lady. She got so mad that she decided she'd hide in the closet and see what would happen between them. When the moment was right, her husband had left the house leaving the other girl behind. She left the closet and called out her name. When she came, the husband's wife couldn't control herself and put her arms around her neck and strangled her. When her husband returned, he saw what happened, phoned the police, and told her to get out and take all her money with her. She left and ran from the police for many years and they haven't caught up to her even yet.

(298 words)

Card #7GF 3:07 - 3:15 (8 minutes)

This story is about a little girl and her little doll. She could talk to her little doll. She told her many secrets. She kept this a secret between themselves not telling anyone but her mother. Her mother didn't really believe that the little doll could talk but went along with her daughter thinking she'd grow out of it. She was getting older 'cause quite a few years later when she got the doll and was still telling her mother about the so-called conversations with her doll; her mother didn't laugh anymore. She told her daughter she was getting too old to play with dolls, so to give it away to the next-door neighbour as she was just a little girl. This made her cry and her mother told her not to be sad because she could think of all the fun she had with her little baby doll and now think of all the fun her new neighbour would have with the new doll, especially if it were a talking doll. She agreed to let her little next-door neighbour have her doll, which made her mother very happy. She had grown out of her childhood realizing the doll didn't really talk and she enjoyed having the little doll so much that now her little neighbour could enjoy the doll, and when she grows up maybe give it to another little girl. The doll maybe could not really talk as none do, but live in the hearts of many, many little girls.

(228 words)

Card #3BM 3:15 - 3:23 (8 minutes)

This is about a boy who lived in a slum area of the town. It seemed to him he had no future. He had no money and no friends. He didn't bother going to school 'cause no one told him to. Since he didn't have any money, he began stealing from stores and knew that this was wrong but was the only way he could support himself. His parents were never around. His parents had many other children but gave them up for adoption and kept one (the little boy). He felt very lonely and felt he shouldn't have robbed the stores. He was sitting on the floor in his little house thinking about what he could do. He cried sometimes and would leave whenever his parents came in. They would only hurt him more! One day a lady came by--the same lady my brother and sister went with, and she came to get me too. I was happy to get away from there, to be with my brother and sister again. It made me happy to go to school. I went and apologized to the stores where I had stolen articles from. I was happy being an orphan with my brother and sister than being alone in the little house where my parents had never come home to. I was glad the lady came to get me and he decided he had a good future ahead of him.

(208 words)

Card #8GF 3:23 - 3:28 (5 minutes)

The story is about a girl who thought she was old enough to leave her house, father and find something somewhere else. She had been dashing after her father since she was a little girl as her mother had left them. She dreamed of what it would be like to be on her own, meeting new people and seeing new things. She had never told her father about what she wanted to do 'cause she thought this would make him very sad. She would sit by the window each day looking out wondering if she'd ever be free. One day she felt she had to tell her father and was surprised he didn't get angry at all. He told her he'd expected to hear this. She was a grown lady now and said it would be fine for her to leave his house but to come back someday--soon! She agreed she would do this, told her father how much she loved him, and left.

(144 words)

Card #16 (Blank) 3:29 - 3:33 (4 minutes)

I'm thinking about a field where a lot of men are shooting each other. They don't really know why they're doing what they're doing, and realize that the only form of escape is through death. There is no war in death and all are happy. They believe they are fighting simply to make the famous people more famous. The look forward to either leaving and maybe even towards dieing.

(72 words)

Best Liked Card (Story)--#10

Least Liked Card (Story)--#18GF

TAT Responses

December 31, 1974

#303. Martin D. (19 years, 11 months)

Martin is at Simon Fraser University on an athletic scholarship (track). He is recognized by track and field officials as a future Olympic sprinter. He completed Grade 13 at Kenora, Ontario.

Card #1 10:35 - 10:42 (7 minutes)

It is a music room. The boy is alone and is interested in music. He is dreaming of a famous violinist--he would be the famous violinist. At present in his dream, he is receiving the publicity and travelling that he's doing. This is at the beginning of his lesson before the instructor comes in. He looks worried about the lesson coming up--or even depressed. After this the instructor comes in and starts his lesson. The boy has his music sheet and will do well. During the lesson, he will probably please the professor and be very happy. He would probably go on and be a famous violinist--or a good violinist if he is not famous.

(118 words)

Card #5 10:43 - 10:47 (4 minutes)

This is in a home. Three children are playing in the living room--a game of some kind. They are playing around the dining room table. There is a crystal vase and while playing one child knocked the vase over, smashing it on the floor--all over the place. The children wouldn't know what to do. The vase was a gift to their mother from their father. Upon breaking the vase, mother heard it in the next room who was doing her work. She came into the room and found the vase broken. The children were standing around looking at the broken pieces and trying to clean it up. Mother came in and scolded them for breaking the vase. She sent them off to their room. She cleaned up the broken vase and broken glass. After that she would leave the children in their room for awhile and then tell them to go and play outside.

(156 words)

Card #8BM 10:47.5 - 10:54 (6.5 minutes)

That's real interesting. Takes place in a library--criminal and detective area. This boy is interested in detective stories--like Sherlock Holmes. He has just finished a detective story and is now daydreaming about what he read. The story he read is about someone mysteriously killed by a gun and he'd be dreaming of himself as one of the detectives involved in this murder case. His job would be to find the murderer of the victim. He has a partner who is by his side helping him solve this case. In order to solve the case, he'd have to find the type of bullet shot from the gun. Finally, in his dream, he would solve the murder case by associating the bullet and the gun to the victim's best friend. The reason for the killing would be the result of an argument between the victim and his best friend over a debt owing by the victim to his best friend. The case would be solved and the detective, being portrayed by the boy in the picture, would go on to another murder case.

(181 words)

Card #13MF 10:54 - 11:03 (9 minutes)

It takes place in a bedroom. It involves a woman and her lover. Before this picture, there was a quarrel . . . (long latency) . . . The lovers were to be married in a couple of weeks . . . but there was a quarrel between the two . . . and they were quarreling over the fact that the girl didn't want to marry the guy because she felt that the relationship had no meaning and as a result she wanted to call the marriage off. They went out to . . . (let's see) . . . a restaurant and she broke the news to him. He then took her back to her apartment and he's very depressed upon hearing this news. He leaves her at her apartment and goes away to . . . get drunk and forget about his sorrows . . . . Later in the evening after he's thoroughly depressed, he returns to her apartment (he has a key to get into her room). By this time, she's gone to bed. He goes into her bedroom and kills her. After he realizes what he's done, he's very depressed and thoroughly confused. He doesn't know what to do at all--he's totally bewildered! He decides to turn himself into the police. He phones the police from her apartment and tells them what happened. The police come and take him away. He's convicted of murder and sent to prison.

(218 words)

Card #10 11:03 - 11:11 (8 minutes)

This story involves a mother and her son. The picture itself takes place at a train station. This story will be taking place during the war. Before this scene, the newspapers and all the press will be covering all the events of the war and encouraging young fellows to enlist in the war--affecting all people in the country. All fellows were encouraged to go out and fight for their country. The boy would be affected by all this publicity about how great war was and all the patronage and glory you receive from going to fight in the war. Because of publicity, he would enlist into the army. The propaganda failed to tell him the hardships he would endure, one of which being--leaving and saying goodbye to his parents. In the scene here, he is saying goodbye to his mother as he prepares himself to go off to war. They are standing on the train platform just before the train is about to leave. The mother is wishing him a safe trip and hoping that she will see him again. They depart and he goes off to war. He doesn't become a hero but he does return home after the war. From this experience he has, he knows that wars are not as great as they're made out to be.

(225 words)

Card #18BM 11:12 - 11:20 (8 minutes)

This is a detective story--a murder story--involving a killer who is in a large city and goes throughout the city murdering and robbing people. The story begins with the robber trying to get enough money to live on by any means he can. After his first couple of robberies, he finds he's taking a risk in allowing his victims to live because they can identify him as the robber. He, therefore, decides that he'd be better off to murder his victims, eliminating all possibility of identification. He also feels that since robberies and murders are numerous in large cities that he has a good chance of not being identified. He proceeds to make his living this way and continues to rob and murder people. The police become aware of a particular regularity in a good number of the murders. They decide to set a trap for their suspect. They send a decoy in the form of a wealthy businessman to walk around the avenues where former murders have taken place. The robbers seize the opportunity of robbing the man. Grabbing him from behind, he pulls his victim into a dark alley and proceeds to rob him. The police become aware of this, and are soon upon the murderer before he can kill his victim. The murderer is convicted and sentenced to life imprisonment, making the streets once again safe.

(237 words)

Card #7BM 11:20.5 - 11:27 (6.5 minutes)

This is a story about a young man and his father. The young man would come from a rich household and would take advantage of his wealth in that he is really lavish with money--spending it where he could, for his own satisfaction. His lavish spending would result in him getting into financial difficulty. Meanwhile, his father would be hearing about his wreckless spending of his money and time and would be trying to persuade his son to stop this. Eventually, when the son's resources have run dry, he'd be forced to go to his father and ask for more money. The father would then take this opportunity to explain to his son why he won't give him any more money. He tells his son to mend his ways and that if he does he will see that he's well taken care of. The son is very disturbed and sees that he has little choice. He leaves his father in disgust but later returns after finding that he has no alternative. After he returns, the boy mends his ways and lives a more fruitful life without having to spend a lot of money in a foolish way.

(204 words)

Card #3BM 11:28 - 11:37 (9 minutes)

(Long latency - 1½ minutes)
This is a story about a girl named Jill. She came from a poor home and very much wants to succeed in life. Her father is dead and her mother is a cripple and is confined to her bed. As a result, Jill has to go out and work to support her mother as well as herself. Jill gets a job as a waitress at a nearby restaurant. The wages aren't that good but enough for her to get by on. Her ambition in life is to save enough money to take her mother out of the poor side of town and place them both into a respectable section of the town. She works at the restaurant for five years. In those five years, she accumulates a lot of money. The time comes when she is ready to move to a little house far away from her present home. Unfortunately, her mother dies that very same day. Jill returns home to tell her mother the good news and finds that he mother is "gone."

She asks her meighbour and they tell her what has happened. Finding her mother gone, Jill is lost! She moves from her home to the other section of town but finds she is very unhappy. As time goes on she learns to live happily without her mother and eventually finds a good job and lives a successful life.

(245 words)

Card #14 11:37 - 11:47 (10 minutes)

This is a story about a star gazer. His name would be Bill. As a boy, Bill was very interested in the unknown, despite the fact he was a poor scientist in school. He was very curious about what was not yet known. As he went on to university, he continued to study various branches of science, but found none of them intriguing. One course he had taken in the past had struck him as very interesting. The course had involved astrology. One year during his university career, he decided to take a course on astrology. This course further encouraged him into studying the stars. He then became very devoted to the study and finds himself spending much of his time in the evening star gazing. Eventually, he becomes one of the foremost experts in astrology and finds happiness in doing what he really enjoys. For the rest of his life, he spends his time studying the stars and enjoying himself immensely.

(188 words)

Card #16 (Blank) 11:47 - 11:55 (8 minutes)

That's interesting! . . . There is a person walking down a long, dark hallway. At the very end of the hallway is a bright light but in between himself and the light there are a lot of passage ways-- at the end of which are both bright lights and no lights at all. As he walks down this hallway, he may take any corridor he wishes, knowing that some corridors lead on to bigger and better things.

The corridor that seems to shed no light may also lead into other corridors that do not have bright lights at the end of them. What this person wants to do is to get to the bright light by making his journey as interesting as possible. To make this journey interesting requires little skill apart from his walking and a lot of luck. Although there is an easy way of getting to the bright light, this person knows that it is more fulfilling to make his journey as interesting as possible and as rewarding as possible, and does so to the best of his abilities.

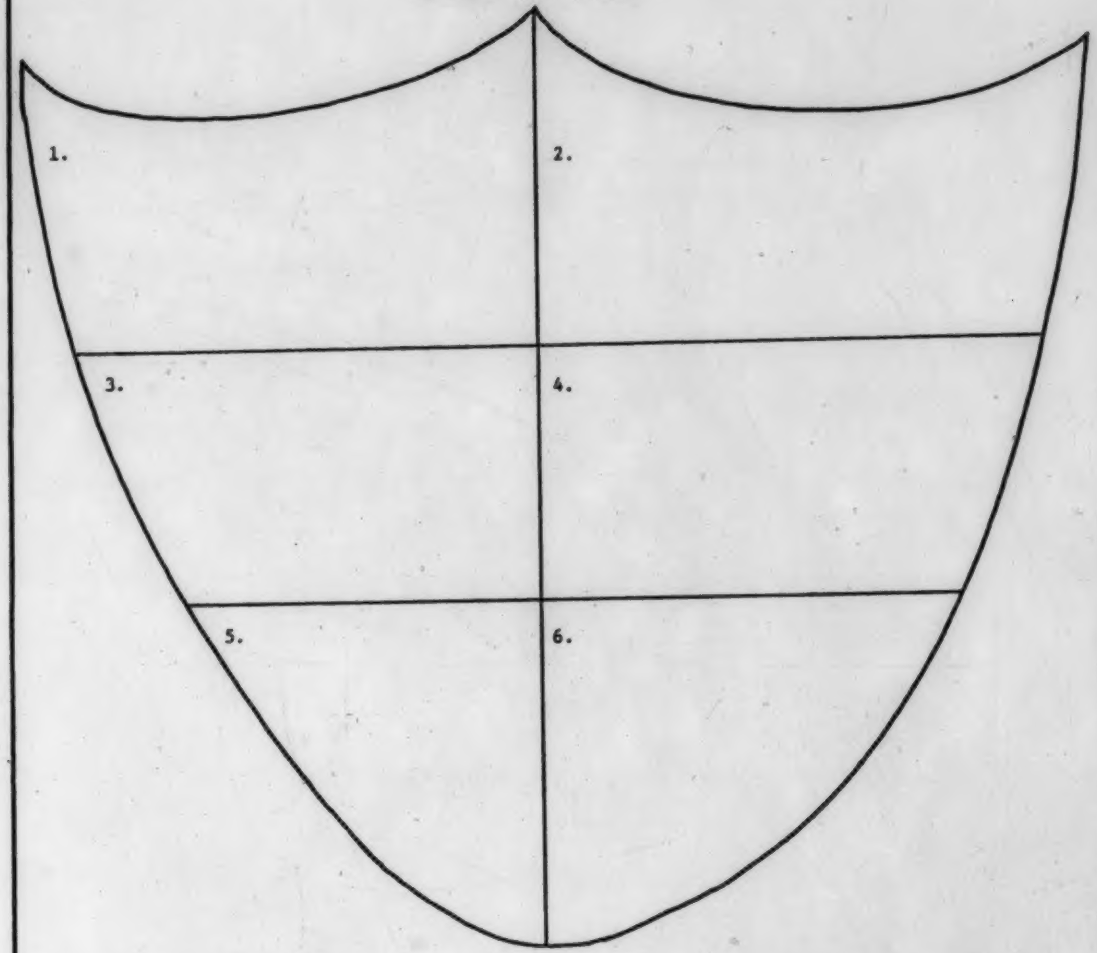
(203 words)

Best Liked Card (Story)--#10
Least Liked Card (Story)--#7BM

Appendix K

Personal Coat of Arms
Devised by Simon et al. (1972)
and Used in the Present Study
With the Case Study Subjects

PERSONAL COAT OF ARMS



In each labelled quadrant put pictures of the following. No words, just symbols.

1. Draw 2 things you are good at.
2. Draw 1 thing you are against.
3. Draw 1 thing that represents your greatest achievement.
4. Draw 1 thing that represents a long term goal.
5. Draw something that you would die for.
6. Write 3 words that represent you and your destiny that you would like to have on your tombstone.

Appendix L

Interview Questions
Devised by the Investigator for
Use With the Case Study Subjects

Interview Questions

1. Tell me what you are presently doing? Why?

2. (a) What do you enjoy doing in your leisure time?
   (b) What do you enjoy doing with other people?

3. How do you get along with your brothers and sisters? Mother and Father? What feeling do you have for your parents?

4. (a) I wonder how your friends (parents) perceive you (i.e., what do they think and expect of you?
   (b) What is it about your closest friend(s) that you admire?

5. (a) Has your education in school been meaningful for you? If so, how has it been meaningful? Not meaningful?
   (b) How would you describe the people who have helped you, either in school or out of school (i.e., what characteristics did they display that had particular meaning for you?

6. What kind of people do you admire? Why?

7. You know, it's easy for us to become wrapped up in ourselves, and not be too aware of what is really happening in the world. In your view, what are some problems in society that should concern us all?

8. What do you expect to do with your life? Why?

9. (a) What are some things that you value in life?
   (b) What things make you angry or frustrated or irritated?

10. Just for the fun of it, if you were an animal, what animal would you be? Why?

11. If you had three wishes for yourself, what would they be.

The criteria of question-writing developed by Kerlinger (1973) was used by the writer to devise the above questions for the structured and standardized interview.

Kerlinger, F. N. Interviews and interview schedules in Foundations of behavioral research (2nd ed.). Toronto: Holt, Rinehart & Winston, 1973, pp. 479-490.

Appendix M

Interview Transcripts of the Four Case Studies

Interview with
Don B. #028

December 28, 1974

Mr. Millar: Firstly, , tell me what you're doing presently.

Don: I'm an apprentice at H & S Supply as an automotive machinist. I don't know if I'm gonna stay there or not. I might go back to school next year. I haven't decided yet.

Mr. Millar: Right. Did you finish your Grade 12?

Don: Yep.

Mr. Millar: You didn't, of course, go to 13?

Don: No.

Mr. Millar: Did you start working this year?

Don: Yeah, I started working as soon as school was over in the spring.

Mr. Millar: Right. In June or July then, eh?

Don: Yeah.

Mr. Millar: And you say auto . . .

Don: Automotive machinist.

Mr. Millar: What kind of work does that entail?

Don: Well, we rebuild engines and do valve jobs and stuff. We don't have a garage. Like if you want work done, you have to bring the motor in and stuff like that.

Mr. Millar: You work on the motor right there at the shop?

Don: Yep. We completely rebuild them.

Mr. Millar: Right. H & S, what does that stand for?

Don: Hanton and Sedgewick.

Mr. Millar: Right. Now you say you may go back to school. Why is that?

Don: Oh, I don't know, I . . . like working isn't too bad I guess, but I think that there's probably a lot of better jobs that I could do. Like the work that I'm doing now isn't too bad - it's pretty interesting, but after awhile - like I've done it for 8 months now. It's - it's starting to get a little boring.

Mr. Millar: Uh-huh.

Don: And I'd - well, I know if I went to university I could make a lot more money.

Mr. Millar: Right.

Don: Yeah.

Mr. Millar: And you don't want to leave it too long or you probably won't go back, eh?

Don: Yeah, I will. I was thinking, like, anyway last year if I was gonna take the year off, I might as well do it now. Because

. . . that way if I go back to Grade 13, I can get help in, you know, - in what I'd forgotten. But if you go to university, you can't very well talk to the professor or whoever is lecturing.

Mr. Millar: Right. That's pretty difficult to do. What about your twin brother? What's he doing now?

Don: He's going to Grade 13 now. He went all the way up to Grade 12 at Beaver Brae.

Mr. Millar: Ah. What does he intend to do?

Don: Ah, he's probably going to go to the University of Manitoba, or the University of Saskatchewan and take engineering.

Mr. Millar: Uhmm. Does that bother you, that he's in school and you're not?

Don: Not really. It bothers him more than me, I think. (Laughter)

Mr. Millar: Is that right!

Don: Like he comes home and he's got piles of homework to do and I don't, eh?

Mr. Millar: What do you enjoy doing in your leisure time, Don?

Don: Oh, I don't know. I guess - well, I work on cars a lot.

Mr. Millar: Even in your leisure time--

Don: Yeah.

Mr. Millar: --in your spare time?

Don: Well, I was always interested in that. I took automotive mechanics at Beaver Brae. I went in that Chrysler trouble-shooting contest.

Mr. Millar: Oh, yes. How did you make out in that?

Don: Ah, came third. (Laugh)

Mr. Millar: Well, that's good.

Don: Well, it wasn't too bad.

Mr. Millar: Is that sort of a Canadian or Ontario contest?

Don: No. This was for Manitoba schools and Northwestern Ontario. Like we're the only contestants from Ontario - and I.

Mr. Millar: Oh, yeah.

Don: We came third. They gave us a big trophy.

Mr. Millar: That's tremendous! Good for you!

Don: Yeah.

Mr. Millar: Who won?

Don: Ah, a team from Tech. Voc. in Winnipeg. Like, the winner got to go to Toronto, all expenses paid, to the national one, and if you won there - last year the prize was a trip to Indianapolis for the Indiana 500.

Mr. Millar: Uh-huh.

Don: I'd like to go to that. (Laugh)

Mr. Millar: Wouldn't that be something, eh?

Don: Yeah.

Mr. Millar: How many are on a team?

Don: Just two.

Mr. Millar: Just the two.

Don: Like, they give you a car and they'd, ah, - well first there's the written test, eh? There's two parts. So they'd give you the written test and while you're writing that - you drove a car to Winnipeg, eh? And all the cars had the same motors and - identical - and while we were writing the test, they put faults in them all, ah, - like each car had the same faults and the team who found - found the faults fastest . . . . It was sort of a point system, eh?

Mr. Millar: Yes.

Don: And if you missed little things or you're messy, you got docked points. So, ah, - well, we didn't do too badly. They gave us an hour and a half.

Mr. Millar: Yeah.

Don: And we did it in about 45 minutes.

Mr. Millar: Uhmm.

Don: Some teams didn't finish.

Mr. Millar: Oh, yeah! What was the motor problem in your case?

Don: Oh, like all the problems were the same. But they - like they gave us a bad distributor cap just on one cylinder, and then the same sparkplug wire was bad, and the coil was bad. So, like they find one thing - there - there's the problem, eh? Then it still doesn't work, or else it had a miss,--

Mr. Millar: Yes.

Don: --the carberator was out of adjustment.

Mr. Millar: Uhmm.

Don: And yet - like you have to . . . set the dial speed and everything up with the tachometer. And our - anyway our tachometer had a high and a low scale on it, eh? The low scale was more accurate but it wavered too much - something's wrong - so we set it on the high one and it turned out that our tachometer wasn't very accurate. (Laughter) Like, so . . . actually that's - that's why we lost. There was 20 points different between us and the winner and that lost us 40 points there.

Mr. Millar: Uhmm, I see.

Don: It was really close.

Mr. Millar: Uhmm. Good for you! So, in your leisure time you like to work on motors then?

Don: Yeah, I enjoy it. And, well I go - I ski a lot, play a little bit of hockey just fooling around - that's fun.

Mr. Millar: Uh-huh.

Don : Ah . . . we used to do a lot of running, and this year I think I'll start that again.

Mr. Millar: I remember when you used to do a lot of running. Where do you go to train?

Don : Like we used to run - like Al and I used to run together, eh? It was a pretty good arrangement 'cause - like we were training really for track, eh? And for long distance, it gets pretty boring, so in the morning before breakfast, we'd run about seven miles around Round Lake and Rabbit Lake - get to Barsky's Hill and drop dead. (Laughter) It was pretty good. And then we'd go out after school and run quarters and hundreds and two hundreds.

Mr. Millar: This is in high school, eh?

Don: Yeah. We haven't - I don't know if you know him or not--
--coaching us.

Mr. Millar: Yes.

Don: And his wife

Mr. Millar: Yeah, I know them.

Don: She's pretty quick. (Laugh)

Mr. Millar: She was a star trackster in Winnipeg.

Don: I know, I've seen her run.

Mr. Millar: , I think.

Don: Yep. I've seen her run - like after she was married and she's still fast.

Mr. Millar: Is that right, eh?

Don: She's getting back into it now, I think.

Mr. Millar: Is she?

Don: She - she quit for about 4 or 5 years there.

Mr. Millar: Uh-huh. Yeah, she was the top Manitoba athlete for a number of years.

Don: Yeah.

Mr. Millar: This is a similar kind of question, . What do you enjoy doing with other people. You mentioned already running with your brother.

Don: Yeah, that's - that's a lot of fun that, but I go skating a lot - like I'm - like I belong to Young People's Group at a church and usually on Saturday or Sunday afternoon we all get together and go skating or somethin'.

Mr. Millar: Uh-huh.

Don: Ah, anything like that. Anything - just get together at somebody's house and play, like you know, games.

Mr. Millar: Yeah. Card games?

Don : Cards, anything like that, yeah.

Mr. Millar: O.K. Now, let's think of your family for a moment. You have Allan, of course, and you have a sister Marg.

Don: Yeah.

Mr. Millar: Right? Is there anyone else in the family?

Don : Yeah, I have an older brother named Ed.

Mr. Millar: I see.

Don : He's in his last year now at the University of Manitoba.

Mr. Millar: Oh!

Don : Ah, he's taking mechanical engineering.

Mr. Millar: Uh-huh. How old would he be?

Don : Ahhh, 22.

Mr. Millar: How do you get along with - with your brothers and sister?

Don : Pretty good - they're not home much. (Laughter)

Mr. Millar: So there's no problem then!

Don: Well really - like my sister's in Thunder Bay working now, eh? She's finished her secretarial course where it's more accounting than bookkeeping.

Mr. Millar: Uh-huh.

Don: She works in Thunder Bay now. And Ed's been going to university - like this is his fifth year. He didn't flunk but he changed schools.

Mr. Millar: Uh-huh.

Don: This one you have to have two years from the school you graduated from.

Mr. Millar: Right.

Don: But he changed into - going into his fourth year to Manitoba U. He started in Hamilton at McMaster.

Mr. Millar: Oh, yeah.

Don: So he had to take another year. I think he's going to be going to Edmonton to work.

Mr. Millar: Really! Oh.

Don: For Imperial Oil. They made him an offer he couldn't refuse.

Mr. Millar: He couldn't refuse it, eh? (Laughter) Yeah.

Don: Well, Al and I get along very well but I guess most twins do. We used to fight a lot like when we were younger. I guess everybody does, but we don't fight very much any more.

Mr. Millar: You've always gotten along - you've always been together it seems to me.

Don: Yeah, right up through school. Mostly through school we're together and then - like when you start in senior public school, they start splitting you up. But you know, you're still together, you know, 16 hours a day anyway. (Laughter)

Mr. Millar: You mention you're split up in senior public, eh?

Don: Yeah.

Mr. Millar: Grade 7 and 8?

Don: Even - Grade 6 I think we were split up.

Mr. Millar: Is that right? Up to that time, had you been in the same classroom?

Don: Yeah. In high school we were - well we were in a lot of classes together - like we - we have the same interests. Pretty well, eh? But - and so - I guess that it's pretty hard to schedule classes, like when they want to try, you know, to separate twins.

Mr. Millar: I'm not too sure. Sometimes they do. It just depends on how they get along.

Don: We had a lot of fun though. (Laugh)

Mr. Millar: How do you get along with your Mom and Dad?

Don: Ah, my mother's dead.

Mr. Millar: Oh, I see.

Don: She died when I was . . . ah, just about 7.

Mr. Millar: Ahhh. So you really don't remember too much of your Mom then?

Don: Not really, no. Like I can't, you know, - I can remember if I was bad she'd give me heck and stuff like that. But I don't, you know, - I don't really remember that much about the personality of her. My Dad I get along with pretty well. Ah, he let's us do pretty well what we want. He doesn't say very much. He's retired now.

Mr. Millar: Oh, I was going to ask if he was still working.

Don: He, ah, - he worked at the flour mill in Keewaten. And when it burned down, he retired.

Mr. Millar: Uh-huh. That's quite a while back now, it seems.

Don: Yeah. He's getting pretty old.

Mr. Millar: Uh-huh. Can you talk with him and share some of your problems and concerns, or does he understand that?

Don: Well, I don't know if he understands. I don't share it with him that much. I don't really have that many problems either, I don't think.

Mr. Millar: Your father is from the old country, eh?

Don: Yeah, he was born near Warsaw in good country.

Mr. Millar: Uh-huh.

Don: And my mother was . . . born in Canada, I think, but she was Ukrainian.

Mr. Millar: That gives you a good Ukrainian background.

Don: Polish.

Mr. Millar: Polish?

Don: Yeah.

Mr. Millar: I suppose you're teased a bit about that, eh?

Don : Well, I don't know.

Mr. Millar: Polish jokes, that sort of thing.

Don : I know them all. (Laughter) Really, that doesn't bother me at all.

Mr. Millar: You're sort of used to that, eh?

Don : I don't mind at all, no.

Mr. Millar: What feeling do you have for your Dad then?

Don : I love 'im and respect him. Like he's done a lot for us, eh? 'Cause, - well when my mother died and he worked - well he still worked a few years after that at the mill. My grandfather looked after us most of the time.

Mr. Millar: I see. Is he still alive?

Don : My grandfather? No. He died about 6 years ago. But my father, ah, he looked after us after that when he retired. You know, he did most of the housework and the cooking and everything.

Mr. Millar: You're saying that it wasn't a very easy kind of job for him?

Don : Not for him, no. But, well, he made it pretty easy for us, you know.

Mr. Millar: Yeah. (Pause.) I'm wondering at this point how your Dad perceives you?

Don: Uh-huh.

Mr. Millar: By that I mean, what does he think and expect of you?

Don: I don't really know what he expects of me. I know he's proud of me and what I've done. Like I've got . . . both Allan and I have done - well, all of us have done fairly well in school and, ah, he's proud of that. And . . . well, like in track, we did half decent in it. (Laugh) He was proud of that. And . . . I don't know. I don't know what he expects of us . . . but . . . I don't think he's disappointed in us at this point.

Mr. Millar: Yeah. Do you think because Al is still going to school and you're working now that he maybe expects more of Al than of you?

Don : I don't know. Ahhh . . . I guess he probably does, like, but then there's more to expect of him too, eh? Because he's going to school and he has to - he has to try for something really, eh? To achieve something that I don't have to really.

Mr. Millar: Right. Because you don't bring any homework home or anything from the job.

Don : No, I don't - I don't get marked. Well, I have to go to school in Toronto for 2 months but that's not that big a problem I don't think 'cause, well, what I'm doing really is not very difficult for me.

Mr. Millar: Especially since you've had that experience--the trouble shooting.

Don: Yeah, all that helps.

Mr. Millar: Yeah. When are you going to Toronto?

Don: I'm not sure. Probably in March and April.

Mr. Millar: You're sent from the company?

Don: Yeah, like, - well, actually it's the government. It - the Apprenticeship Program is run by the government and they send you down there and back. They pay your transportation and I think you have $90 a month or $90 a week.

Mr. Millar: To live on, like?

Don: Yeah.

Mr. Millar: Yeah. Sounds pretty fair.

Don: Yeah.

Mr. Millar: Plus that experience will be good.

Don: Yeah, and I - well I'm not sure if the company - I get a certain amount from them too, I think.

Mr. Millar: Uh-huh.

Don: That's what's gonna happen - I don't - they don't have to. But it's not a bad place to work.

Mr. Millar: How about your friends? How do you think they perceive you and what do they think of and expect from you?

Don: Uhmm . . . well, most of them think I'm crazy. (Laughter) You know, I don't know if they expect - you know, I don't think they expect anything of me.

Mr. Millar: What do they think of you? They must have certain thoughts about .

Don: Well, I think most of them like me or they wouldn't be (Laugh) friends. If they need help or something and they call me, I usually help them, and stuff like that. Entertain them.

Mr. Millar: So they must think you have some skills and also that you have a comic aspect about you.

Don: I guess so.

Mr. Millar: Yeah. (Pause.) What is it about your closest friend - I'm sure you have a close friend and perhaps it's Allan, I don't know. What is it about your closest friend that you admire?

Don: (Pause.) Ahhh . . . well, I guess, like, - yeah, I guess my friend would be Allan - my best friend. What do I admire in him? Well . . . because of his sense of humour and his - he's - really he's very intelligent. You wouldn't know it by talking to him. (Laugh) Like, ah, last year we were in Grade 12, both of us, and we took Grade 13 chemistry and Al did really well all year and the teacher said that if he did - it was - I don't know if you know him, Mr. ?

Mr. Millar: Uh-huh.

Don: At school he's a pretty smart fellow but he makes you work too hard. (Laughter) And he said if you get a better mark than your average on your final exam - like on the whole year's work - I'll give you that mark instead of your average. So Al got 99 so he gave it to him. (Laugh)

Mr. Millar: 99!

Don: Yeah.

Mr. Millar: Wow! A tremendous mark!

Don: But he's pretty intelligent.

Mr. Millar: So you admire his brightness in school?

Don: Yeah. I got 85 but I didn't work very hard for it. (Laugh)

Mr. Millar: What else might you admire in Allan? You mentioned his sense of humour.

Don: Yeah, he's funny. (Laugh) And I guess I admire . . . . Like when we were running, I admire him for that 'cause - well I don't know if he could beat me or not but he didn't and - but he's faster than I am. (Laugh)

Mr. Millar: But he never beat you?

Don: Well, in the short races he beat me but . . . one year we did really well. We went to Lakewood to race and I beat him in a couple of races there. And I think he won one other one or came second to somebody else but he took it really very well. Like he - I was surprised. I don't think I'd take it that well.

Mr. Millar: Right. That's something to admire.

Don: I think so, yeah. Like he's a good sportsman.

Mr. Millar: (Pause.) O.K., that's fine. Let's think now, Tom, of your education in school.

Don: Yeah.

Mr. Millar: Has it been meaningful for you, and if so, how has it been meaningful?

Don: Well . . .

Mr. Millar: Maybe you want to speak of high school and then elementary.

Don: Well, elementary school was - I don't know - well, I think I started a school a year earlier than what - you know how it works out when your birthday is or somethin'?

Mr. Millar: Uh-huh.

Don: Anyway, both Al and I failed Grade 1 which went - didn't go over too big (Laughter) with the natives but - I don't know - that's really funny because after that - like all through public school I didn't do that well in school, but after we got into senior public school and high school, we did really well. And . . . has it been meaningful? Yeah. Like, I enjoyed more - like I really hadn't taken math and stuff like that in - in technical shop. Like, I took auto shop - Al took drafting. And that was really useful. And, ah, I don't know. (Laugh) I find - like I say, math is really interesting - trying to solve problems and stuff.

Mr. Millar: Right. You find yourself using that now when you're out working?

Don : No, I don't think I use the math that much. Well, sometimes I get - you know, figuring out tax if - like if I'm up at the front and I've got to sell somebody something, which ain't very often. The boss looks down this little card to (Laughter) - to figure out how much tax he has to charge, and I tell him before he gets there. (Laughter)

Mr. Millar: You just work it out in your head, then?

Don : Yeah. But I enjoyed math. Like, it's sorta like, you know, when ya - when you get problems and stuff to do, it's sort of almost a contest. You know, like . . . all - all the boys at the back of the class try and do it first, eh? It's funny all the - most of the kids that are getting good marks are sitting at the back of the class now. (Laughter) I don't know. It was fun. I enjoyed school. I had a lot of laughs. (Laugh) I don't know if I did a heck of a lot. (Laugh)

Mr. Millar: Yeah.

Don : But, ah, . . . oh, I played football one year.

Mr. Millar: When, last year?

Don : Yeah, when I was in Grade 12. I never tried it before then. But I made the team and I got to play quite a bit. And track, ah, - well seriously for one or two years I guess. Yeah. So . . .

Mr. Millar: What would you think would be the most meaningful part of what you're saying?

Don : Well, I think the educational part's more meaningful than the athletic. It's a lot more useful to you - like, you know, there's only so many, you know, - a handful of people from any city that are gonna do anything in athletics and make a living at it, unless - like, unless they go into physical education and stuff like that.

Mr. Millar: Right--teaching.

Don : But then your education comes into it.

Mr. Millar: That's right. Yeah. How would you describe the people, now, who have helped you. You know, either in school or out of school. That is, what characteristics did they show you that had particular meaning for you?

Don : Oh . . . well, I know most of the - well when I was taking shops, I know most of the teachers that - that taught them, like auto shop teachers, were really helpful to me. Like my Grade 12 auto shop teacher got me the job that I'm working at now. Which I thought was really nice of him. And, ah . . .

you know, so they chose me and   to go into the contest. Ah, I think that - like he helped a lot of guys get jobs after - at the end of school, eh? 'Cause a lot of garages and that in town call to refer somebody to them who, you know, he figured would work out O.K. And he was real helpful to a lot of people like that.

Mr. Millar: Is there something you admire in him?

Don : Most of the teachers are - are helpful like that. Like, you know, if you can't understand something - well, there's some of them that I wouldn't want to, you know, sit around after school with them. (Laugh) But most of them - like you know, they're, you know, - they'll stay 'till 4:30 or 5:00 o'clock helping you. Like a math teacher or something like that. Like Mr.   who taught chemistry.

Mr. Millar: Are there any other kinds of people that you admired? Not teachers perhaps, but just people who - who've helped you.

Don : Like almost all the teachers I've had are really helpful like that, and they communicate with you well. I guess that's why they're teachers. (Laugh) But, ah, . . . I admire both those things.

Mr. Millar: O.K. (Pause.) O.K., that's fine. Here's another question that's sort of similar to the one I've just asked. What kind of people do you admire today?

Don : Who do you mean? Like, for example.

Mr. Millar: No, not necessarily who, but - like what kind of people. You don't have to mention their names.

Don : Yeah. Well, I admire people, I guess, - well people with athletic ability. Like I admire them and I like - like I watch - like watching football and track and field on TV and that. And I admire people who - who can compete there and who can do well.

Mr. Millar: At that level?

Don : Yeah. And, ah, . . . (Pause.) I think I admire people who speak well too, like to an audience. 'Cause I can't really do that. I don't like doing that.

Mr. Millar: Uh-huh. It bothers you a bit, then, to talk in public like that with people?

Don : Yeah, I admire that.

Mr. Millar: So the communication part is important?

Don : Yeah. I admire friendly people too, and good comedians and stuff.

Mr. Millar: Uh-huh.

Don : And that's about all, I guess.

Mr. Millar: Right. You know one just left us, of course - that is, just died, eh?

Don : Jack Benny? Yeah.

Mr. Millar: You know that it's easy for us to become wrapped up, , in ourselves, whatever we're doing, whether we're working or teaching or whatever, and not to be too aware of what is really happening out there in the world. Now, in your view, what are some problems in society that should concern us all?

Don: Well, I think, ah, - well, pollution and the population, and well there's a lot of stupid things going on, like - like people in Canada destroy food as a protest while people on the other side of the world are starving. You know, stuff like that and, ah, . . . I don't like Canada supplying - supplying the technical ability and material for other countries to build bombs with. And, I guess, stupid things like wars - like Vietnam.

Mr. Millar: Is there anything that we can do to try and overcome, to help those - those kinds of situations? (Pause.) You mentioned pollution firstly.

Don: Yeah. Well, I - I guess that's sorta like up to everybody but I think that the public should - should get together more and - like there's companies - like even the mill here that are putting out pollution and - and they say "Yeah, we're working on a program to eliminate this," and you can come back in 6 months and they're still working on the program, and all the sewage crud and, you know, - it's going, it's still going into the river. Like, we went down there last year for a tour with the chemistry class, and it was really dumb. Like, they say that all this pollution and stuff - all they have to do is aerate it - pump air through it and it will purify itself, eh? So, O.K., we want to know how they're doing it, eh? So he says well we got this pool (Laugh) and we got a big air pump and we blow bubbles through it. (Laughter)

Mr. Millar: Is that their big pool they have there?

Don: No, that's their clarifier - that one works. This is - well it's sort of back behind in the bush sort of and, like, they're just testing it. And like, even the chemistry class, they - they could think of a better way of doing it than that. Like we asked why they didn't just get a big pump and spray it into the air as a mist, eh? And let it fall and, like, it would vaporize, eh? He couldn't give an answer. (Laughter) But stuff like that's really stupid. Like, I guess he's - all he's got a college diploma or whatever and not a degree, you know. They pay him lots of money too and then they can say they're - well they're trying to do somethin'. (Laughter)

Mr. Millar: Let's think of your own life. Now, what do you expect to do with your life? That's a big question.

Don: (Pause.) Oh, ah, . . . well, I think - like I said I think I'll go back to school next year. I'm not positive of that. Maybe I'll go to college or else Grade 13. Probably Grade 13. And then to university, then get a degree - I don't know - I think maybe in civil engineering, or something like that. And get out and make lots of money and get married. (Laughter)

Mr. Millar: Do you think that everybody does that?

Don : Yeah. (Laugh - more a snicker)

Mr. Millar: But you'd like to get married after you finish your education, eh?

Don : Ah, yeah, I think that that makes it a lot easier to get finished. (Laugh)

Mr. Millar: Right. And then perhaps children?

Don : Well, yeah. I'd like to have twins.

Mr. Millar: Would you!

Don : Yeah.

Mr. Millar: After the experience you've gone through?

Don : Oh, yeah!

Mr. Millar: Which has been a good one, I think.

Don : Pretty well - I think it has. Like, I don't know if I'm going to or not though. (Laughter) Well, like my father's sister had twins, he had twins, and my mother's . . . niece, I guess, had twins. I don't know if it works on the law of averages, or what.

Mr. Millar: Well, there's a good possibility you could have twins.

Don : Yeah.

Mr. Millar: Sure. Should they be boys or girls--

Don Both boys.

Mr. Millar: --or one of each?

Don : No, I wouldn't like one of each.

Mr. Millar: Wouldn't ya?

Don : Well, I'd like them, you know, as far as that, but I don't think they - I'd think that they'd rather be the same, you know. Because I don't think that they'd communicate that well if there's one of each. They would when they're young but when they get up to 15 or even younger and their interests start changing.

Mr. Millar: Let's think of the twins situation for a minute. Now, you've an intimate experience with it. Why is it good?

Don : If - if you want to do something, there's always someone there to do it with, pretty well. And there's somebody to talk to who can understand what, you know, - what you're thinking, how you feel, because he's probably in the same thing himself. (Laughter) And, well, even in school or if - like in studying, me and Al we'd always study together, eh? Especially, like, in high school when you've got most of the same classes. And even if your're not in the same class, you get the same test the next day, and so on. So we'd study together and that - and that's probably part of the reason that we got good marks. But like now, Al's still getting good marks, I guess. 'Cause after awhile it comes, you know, - you get the habit of studying.

Mr. Millar: Right. What have been some of the disadvantages of being a twin? (Pause.) Or have you felt any?

Don : (Pause.) I don't know if there's - there is any real . . . well, I guess, in the same way you're always competing with one another really, eh? Which maybe that isn't good, but maybe it is. I'm not sure yet. But, ah, . . .that's about the only real thing.

Mr. Millar: How about people confusing you. You probably saw it, I would think, in more of a comical light.

Don : Well, we've changed now - like his hair's a little shorter than mine right now. It all depends.

Mr. Millar: Whether you've had your permanent or not. (Laughter)

Don : But, ah, people confuse us but it doesn't mean anything. They call me Al and I answer 'em anyway. You know, because they're talking to me not - you know, it doesn't really matter what your name is. Sometimes you get a smile when a Joe Blow walks up and says "Hi, Al" and you say "Hi, George." (Laughter)

Mr. Millar: He gets the idea very, very quickly. What are some of the things that you value or prize in life, that are really dear and near - important to you?

Don : I think Al. He's - he's really close to me and I would, you know, - if he died I'd - I don't know - it would really hurt me. And my father. You mean material things, sort of?

Mr. Millar: Well, it could be people as you are mentioning now or it could be other things too.

Don : Ah, material things don't do that much for me. They - well they're nice to have but that's about it, I think. And, well, my girlfriend.

Mr. Millar: Uh-huh. (Pause.) Your're pretty serious about her?

Don : Yeah. And . . . I don't know what else. Not really anything except people and friends.

Mr. Millar: What is it now about Al, about your father, your girlfriend, that you really prize and value? Are you speaking of them or is it something about them?

Don : I guess probably the reason I like Al is because I can see me in him really, eh? And - and my Dad because - well like he's brought us up fairly well, I think, and considering when he, you know, - how he had to do it. I think it says a lot for him. And, well, my girlfriend, I guess - well because I love her, I guess.

Mr. Millar: For the kind of support she gives you?

Don : Yeah. And she understands how I'm feeling most of the time. Things like that.

Mr. Millar: Uh-huh. So personal qualities really are the important things that you value. What things make you angry or frustrated, or irritate you - bug you? (Laughter) I suppose there are a lot of things. How would you answer that?

Don: (Pause.) Well, one of the things that really bothers me is when I can't understand something. Like if we're - if I was back at school and I couldn't understand a math problem, I'd sit there for 3 or 4 hours like, and it really bugs me if I can't understand it. Or even if I do bad on a test now, I think it bothers me. It - like it just bothers me, like you know, - but it really bugs me. (Laugh) And, ah, . . . I don't know what else.

Mr. Millar: Maybe I haven't made the question too clear. What about some things that some people do that perhaps bug you or irritate you?

Don: Uh-hum. (Pause.) Ah . . . it bothers me when I say something to someone and I know what I mean and they interpret it differently. You know, like maybe they got upset or somethin' like that. That bothers me. You know, well it upsets me with myself and them because they can't understand what I'm saying. But that's not really their fault, I guess. But, you know, you - something else is, like, if you say something to someone and they go, you know, - get - go away overboard and, you know, take what you're saying too seriously. You know, if you're just kidding like, eh?

Mr. Millar: Yeah.

Don: And, I don't like people who mope around quite a bit. (Laugh)

Mr. Millar: Right. The deadbeat, eh?

Don: Well, not necessarily.

Mr. Millar: Depressed or something?

Don: Yeah, depressed, you know. I don't - sometimes I get depressed but not very often and not for very long, you know. You know, when I've seen people walking around like that you just feel like telling them to quit being sorry for themselves. (Laugh) And that's about all.

Mr. Millar: I think I've asked this question. How would your closest friend or friends describe or talk about you? What do you think they'd say if they were objective and honest about you?

Don: (Long Pause.) I don't know really. The thing that - well, I think that both them would say, you know, - like I'm funny but sometimes, you know, they - like I say something and they misinterpret it and they think I'm ignorant and not funny, like I'm trying to hurt them or somethin'. Maybe they'd think that sometimes, but . . . ah . . . . I do well in school and that, so I guess they'd say, like, I'm pretty intelligent, or somethin' like that. I don't really know. I know people talk about me. (Laugh)

Mr. Millar: Let's say that Alan were sitting here instead of you and I asked him, what do you think about   , your twin brother?

Don: He'd probably tell you almost the same thing I told you, I think.

Mr. Millar: 'Cause you must know him intimately--

Don: Yeah.

Mr. Millar: --extremely well.

Don : Ah, . . . it's almost like, you know, you're not - your're describing him but you can see it's you almost too, you know.

Mr. Millar: Uh-huh. That's why I thought it might be easy for you to say what people would think of you. At least from Allan's frame of reference.

Don : From Allan's point of view. You know, I think he'd tell you - like you asked me what I thought of - he'd probably give you the same line I gave ya, (Laugh) or so to speak.

Mr. Millar: Line in quotation marks?

Don : Yeah. (Laugh) But, ah, I think it would turn out pretty much the same.

Mr. Millar: O.K. Just for the fun of it, , if you were an animal, what animal would you be?

Don : Ohhh - that's a good one! (Pause.) I think I'd be a jaguar.

Mr. Millar: Why?

Don : Because they're fast! (Laughter) I don't know, I just thought - I like cats. We used to have one but it got killed. I like - like I got a little puzzle one right now - well it's not so little - Persian's with spots. (Laughter)

Mr. Millar: Ahhh. What is it, in a jigsaw?

Don : Yeah. Yeah, I'm gonna put it up. I'm gonna make a picture out of it, sort of, and a frame for it. That's probably why that came into my mind.

Mr. Millar: Yeah, the jaguar, eh?

Don : Yeah.

Mr. Millar: So because it's fast - that would be the main reason?

Don : Yeah, and they look - I don't know - they look alive sort of, you know. Like they're - they're really lean and they look like they're, you know, - well not like they're ready to kill but they look like if they had to, they could.

Mr. Millar: Uh-huh. They're a pretty intelligent animal too, I think.

Don : I think so, yeah.

Mr. Millar: And very beautiful. The last question, Tom, would be this. If you had three wishes for yourself, what would they be?

Don : (Long Pause.) I wish I'd win the next million dollar lottery. (Laugh)

Mr. Millar: Have you got a ticket on it?

Don : No. I think I'll get one though. (Laughter) Maybe I'll win it. I wish that I could go to school for really as long as I wanted. Like, not just get a bachelor degree in something.

Mr. Millar: How do you mean now, as long as you want?

Don : Like if I wanted - I wouldn't mind being a lawyer but I really can't - you know, like I don't mean that I wish I had, you know, the money to go to school but I wish I had the desire to go to school for 7 years or, you know, whatever. Because - like I wouldn't mind being a lawyer but I don't want to go to school for 7 years. I like school but, you know, there's other things besides that.

Mr. Millar: Uh-huh. Well, do you think you can do both - go to school and maybe do some other things too? Is that a possibility?

Don: I don't know. And, well something else, you know - like, I don't know if it's true but they say when - like if you specialize in something like that for 7 years, your "vision" becomes sort of narrowed to that one thing. And I wouldn't like that either. You know, I'd like to be able to see everything that's going on around me, appreciate it instead of just this one little field that I've chosen.

Mr. Millar: Right, that can happen--

Don: Yeah.

Mr. Millar: --and has to happen. You have to become narrow.

Don: Yeah, but I'd like to still be able to see what's real instead of just this one little thing I know how to do.

Mr. Millar: Right.

Don: And, ah, I have one wish left. (Laugh) Ohhh . . .

Mr. Millar: I'm not too sure of the second one. You mentioned you wanted to go to school.

Don: Yeah, it's sort of like a mental thing, eh? Not not having the money to go to school but I wish I had - I was mentally prepared, sort of, to spend that time at school.

Mr. Millar: Ambition and desire, kind of thing?

Don: Yeah.

Mr. Millar: Uh-huh. And you've got one left.

Don: Yeah. And, ah, . . . (Pause.) I guess I'd wish that Al had what he wanted too.

Mr. Millar: Uh-huh. From that, do you feel that he doesn't have what he wants?

Don: No. He wants - like he wants to go to school and so he's not gone yet, eh? He's - there's other things like in his future that he wants but he hasn't achieved them yet.

Mr. Millar: Uh-huh. So you're hoping that he will achieve his goals?

Don: Yeah.

Mr. Millar: Yeah. O.K. Thanks, Don.

Interview with

Patty S. #364

December 28, 1974

Mr. Millar: O.K., Patty. Now, first of all, tell me what you're presently doing.

Patty : Well, I'm going to Lakehead University and I'm taking nursing.

Mr. Millar: O.K. Can you tell me some of the courses that you take in nursing or that you've taken in the first semester.

Patty : Ah, I took psychology - we take that all year. We took sociology, chemistry, anatomy, and nursing.

Mr. Millar: O.K. Now, can I ask you the question "why," - like why did you go into nursing after Grade 13?

Patty: Ah, well . . . I always wanted to go into nursing, like - I don't know, I just always did and . . . I think it's what I wanted. I think I wanted to help people. That's what everybody says - I don't know.

Mr. Millar: Yeah, whether you go into teaching or some other kind of profession that's a helping profession, eh?

Patty: Yeah.

Mr. Millar: Was there anyone along the way that sort of encouraged you to become a nurse, or - your mother's a teacher, right?

Patty: Yeah. No, I just - I read a book when I was about in Grade . . . . This is really true. I read a book in about Grade 5. You know, it was called "Kelly Adams Nurse" or something like that. And after I read that book, I really wanted to be a nurse.

Mr. Millar: Made a real impression on you?

Patty: Yeah. It was just about a girl going through nursing school and all the trouble she got into and what she was really like.

Mr. Millar: Uhmm. Have you found much trouble that you've gotten into down there?

Patty: No. (Laugh)

Mr. Millar: So, how long is this program, Patty?

: Four years.

Mr. Millar: It's a 4-year program. Can you do it in three?

Patty: No.

Mr. Millar: It's got to be four, then?

Patty: Yeah.

Mr. Millar: Now you say L.U. Are you attached to one of the hospitals like the St. Joseph or the General down there?

Patty: Ah, we have things - programs in McKeller, St. Joes, Westmount, and . . . one more I think.

Mr. Millar: I see.

Patty: Then I go to McKeller 4 West. Oh no, we have two in McKeller.

Mr. Millar: Uh-huh. Because I think when I was down at Lakehead, the girls used to stay in one of the hospitals in residence.

Patty: Yeah.

Mr. Millar: It seems to me that you stay in the residence at the university?

Patty: Yeah, it's all regional now. They don't have schools for nursing any more.

Mr. Millar: Do you specialize in your 4 years, or become a general RN at the end?

Patty: Yeah. I could get a degree in psychology if I took - my BA in psychology if I took psychology all the way through.

Mr. Millar: I see. Would that take you any longer or the same period of time?

Patty: The same period of time.

Mr. Millar: Do you think you might do that?

Patty: I don't know, I'm thinking of it. I like psychology.

Mr. Millar: Uh-huh. It's interesting.

Patty: Yeah. I just don't like the statistics part of it.

Mr. Millar: Right. You have to do it though--

Patty: Yeah.

Mr. Millar: --to go through. Who do you have in psychology there?

Patty: Miss .

Mr. Millar: Oh, yeah, I know her. I had her when I was there.

Patty: Did you?

Mr. Millar: Yeah. Is she a doctor now?

Patty: She's working on it - she's still working on it.

Mr. Millar: She's still working - she was working at it 4 or 5 years ago when I was there.

Patty: Yeah.

Mr. Millar: Gosh, I'm surprised she's not finished! She was at Western.

Patty: Yeah. My roommate had her the year she was a don at Western.

Mr. Millar: Uh-huh. She's big in the area of verbal learning and language, of course.

Patty: Yeah.

Mr. Millar: She worked with . Did she mention to you?

Patty: Yeah.

Mr. Millar: So much for what you're presently doing. O.K., what do you enjoy doing, Patty, in your leisure time?

Patty: Oh . . . ah . . . I like sports.

Mr. Millar: What kind of sports?

Patty : Swimming . . .

Mr. Millar: Yeah.

Patty : Like in high school, you mean?

Mr. Millar: Sure, and now.

Patty : Well, in the summertime I swim all the time - like I teach swimming and I lifeguard.

Mr. Millar: Uh-huh.

Patty : And I play tennis sometimes. And in high school I played, like, intramurals on a team. I was a cheerleader and I played - I don't know. I just like trying anything once, I guess.

Mr. Millar: Uh-huh. O.K., so sports really is your main interest in it as far as that . . .

Patty : Yeah. I read - I read books and talk on the phone. (Laughter)

Mr. Millar: Quite a bit, eh?

Patty : Yeah.

Mr. Millar: What kind of books do you like to read now?

Patty : Ah, I don't know if - I like lots - I like any kind of book, I guess.

Mr. Millar: Uh-huh. What would you say would be the book that has had the greatest influence on you? We've mentioned the "Katy Smith Nurse" or something like that.

Patty : Yeah. Ah . . . oh, I don't know.

Mr. Millar: Can you think of any other books that have really made an impact on you in some way?

Patty : Oh, books that I have taken - that I have read in school have - like last year. "All Quiet on the Western Front."

Mr. Millar: Who's that by?

Patty : By . . . ah . . . I can't remember but he's German. It's the German view of the war. It's really sad. Like it just showed that - like, you know, you think the Germans are the bad guys all the time?

Mr. Millar: Uh-huh.

Patty : Well, it just showed that they had it just as bad as we did. It was a really sad book. And then we took all Steinbeck's books.

Mr. Millar: Oh, yeah.

Patty : I - Grapes of Wrath - The Pearl I've read and . . .

Mr. Millar: Yeah. Pearl Buck, isn't it--The Pearl?

Patty : No, it's by John Steinbeck.

Mr. Millar: Is that Steinbeck?

Patty : Yeah. Ah, oh, another book that I really liked and I think I read it when I was little and we took it last year. It's called "Episode of Sparrows" - about these two little kids in England and she makes a garden in the back this old church and it's all shovels and, you know, just garbage and she makes a garden in there.

Mr. Millar: Uh-huh.

Patty : It's a really cute little story.

Mr. Millar: Uh-huh. I don't know it.

Patty : Uhmm . . . what other books do I like? I like the "Exorcist."

Mr. Millar: Uh-huh. Did you see the movie?

Patty : Yeah.

Mr. Millar: Were you disappointed with the movie?

Patty: Kind of . . . it - I don't know. It's always better when you read the book, I think, then the movie.

Mr. Millar: Uh-huh. Right.

Patty: 'Cause you imagine it all yourself, I guess.

Mr. Millar: Yeah . . . O.K. So you like to read, you like to play some sports.

Patty: Oh, I don't know - I can't think of anything.

Mr. Millar: What do you enjoy doing with other people? I think we've talked a bit about it. In sports naturally you are involved with other people. What do you like to do with people?

Patty: Ah, just sit around and talk, or else go out and have a good time - I like to do that too. I like lots of people around with me.

Mr. Millar: Talking?

Patty: Yeah.

Mr. Millar: About whatever you want to talk about, eh?

Patty: I think that's a lot of fun, just getting together with the kids.

Mr. Millar: Yeah. With different kinds of people too, I would think.

Patty: Uh-huh.

Mr. Millar: And different ethnic backgrounds and perhaps skin colours, you know.

Patty: Yeah.

Mr. Millar: So just sort of getting together with people . . . is what you enjoy with people, eh?

Patty: Uh-huh.

Mr. Millar: Now, you have one sister--Gail?

Patty: Yeah. Gail.

Mr. Millar: Gail, eh?

Patty: And Ian.

Mr. Millar: Oh, Ian!

Patty: Yeah.

Mr. Millar: How old is Ian?

Patty: He's 13 now.

Mr. Millar. 13. So he'd be in Grade 9 now . . . 8?

Patty: Eight.

Mr. Millar: I see. O.K., how do you get along with Ian and Gail?

Patty: Oh, I - I - Gail and I didn't used to get along at all when I was - when she was in about Grades 7, 8, and 9, but now we get along really well.

Mr. Millar: Why do you think you couldn't get along at that stage in both your lives?

Patty: I don't know. Oh, we used to fight and she never would talk to me about anything but now she talks to me about everything.

Mr. Millar: Uh-huh.

Patty: She - it's a really different world. We're close now.

Mr. Millar: So maybe it was just an age or stage that she was going through --that she just didn't want to share with you?

Patty: Yeah.

Mr. Millar: Were you kind of frustrated then?

Patty: Kind of. Like - she just would - oh, she used to get mad if I asked her anything about her friends and that.

Mr. Millar: Yeah.

Patty: Oh, she went to Lakewood in Grade 9 and . . . ah, - should I talk about this too?

Mr. Millar: Sure.

Patty: Like she went to Lakewood in Grade 9 and I think she used to get it - like I was in Grade 13, or Grade 12, then - she really got it from all the seniors. Like, 'cause she was my little sister and . . . I think that's why she changed to Beaver Brae because she got so much of that.

Mr. Millar: Is that right! Uh-huh.

Patty: Then, I remember the first day she went to Beaver Brae. She came over and she said, "I got away from that school to get rid of that little sister name, but now they call me another name." But she likes Beaver Brae a lot better.

Mr. Millar: Uh-huh. Well, that's good. What grade would she be in now . . .11?

Patty: Eleven, yeah

Mr. Millar: Boy, how time passes!

Patty: (Laugh - snicker)

Mr. Millar: So you get along well now, and she'll open up with you?

Patty: Yeah.

Mr. Millar: Course it's better now that you're away too probably.

Patty: Yeah.

Mr. Millar: And that she isn't really Patty's little sister.

Patty: Yeah.

Mr. Millar: 'Cause you're there and she's here. How about with Ian?

Patty: I get along with Ian. He's just, you know - we just - like . . . Gail and Ian have played together more than I. I could never ever play with him outside.

Mr. Millar: Uh-huh. There's quite an age gap.

Patty: Yeah.

Mr. Millar: Then you are 19 now, Patty?

Patty: Eighteen.

Mr. Millar: Eighteen! When will you be 19?

Patty: June.

Mr. Millar: In June. Well, you're young, then, to be finished Grade 13 and on your own?

Patty: Yeah.

Mr. Millar: 'Cause I think is - is 19 and I saw the other day too and he's--

Patty: Oh, yeah.

Mr. Millar: --he's 19 going on 20.

Patty: Uh-huh.

Mr. Millar: So you're a year ahead. Did you skip a grade?

Patty: Yeah.

Mr. Millar: You did?

Patty: Grade 2.

Mr. Millar: Grade 2!

Patty: Uh-huh. (Laugh)

Mr. Millar: Has that hurt you, do you think?

Patty: (Sigh.) Ah, no, I don't think so. I don't know.

Mr. Millar: Well, if you're not too aware of it, I don't think it's probably affected you then.

Patty: Ah, I wouldn't want to be back in Grade 13 now because all my friends are the same age as me.

Mr. Millar: Right, yeah. So what happens early in your school life as it did you, doesn't affect you later on. 'Cause I always thought of you as being the same age as your group.

Patty: Yeah.

Mr. Millar: Barbara and that group, you know. O.K., how do you get along with your Mom and Dad?

Patty: I get along with them O.K. Good. I can talk to them pretty well about anything, I think. I think that's where my Mom and Dad are really good. Like, we've had our arguments and everything, but I think we get along really, really well.

Mr. Millar: So you can share your concerns with your Mom or your Father?

Patty: Yeah. Like we - lots of times we just sit around and just talk and - maybe that's one of the things I miss when I'm away, is that I don't have my Mom and I can just go and talk to her, 'cause lots of times we have talked for hours.

Mr. Millar: Uh-huh.

Patty: Just about things.

Mr. Millar: Uh-huh. About anything that, sort of, comes up. You miss that down there?

Patty: Yeah, a little.

Mr. Millar: So, have you been homesick a bit? Is that fair to say?

Patty: Oh, yeah! I miss, like, my family and all my friends a really lot, but I've met lots of kids down there who are really nice.

Mr. Millar: You must have other friends too. You haven't found someone who you can sit down with and really talk?

Patty: Down there? Ah, . . .

Mr. Millar: Like your Mom, I'm thinking.

Patty: No, not really. I went to a house one night for dinner - a friend's house who's in my class. And it was just like being at home - her Mom, we sat and talked and it was really nice.

Mr. Millar: Great! Good! So, maybe I can put it this way, then. What feelings do you have for your parents?

Patty: Oh, I have a lot of respect for them, I think, and, ah, I love them a lot.

Mr. Millar: Uh-huh.

Patty: Really! I don't know. I think I feel a lot towards my Mom and Dad.

Mr. Millar: Yeah. O.K. Has one, do you think, been closer than another to you?

Patty: Well, my Mom has, sort of, been a - well you - do you know sorta what I mean - like how mothers are--

Mr. Millar: Uh-huh.

Patty: --as compared to fathers, like?

Mr. Millar: Yeah. I think - I think what you're saying is that you can talk with your Mom about things that are important to the two of you; where with Dad it's - you can't really say some things that you would say to your mother, for example.

Patty: Yeah, that's true.

Mr. Millar: Is that the kind of thing that you . . .

Patty: But my Dad is really, ah - like I can think of times when I felt bad and he'll come in and he'll talk to me, you know, and he makes me feel just as good as my Mom would, like.

Mr. Millar: Uh-huh.

Patty: I don't know!

Mr. Millar: No, that's fine. I just wondered if you did have some stronger feeling perhaps for one than the other?

Patty: No, I don't think - no. But I can talk to one over the other more--

Mr. Millar: Uh-huh.

Patty: --about some things than I can another.

Mr. Millar: Right. And that's your mother? Personal kind of things?

Patty: Yeah.

Mr. Millar: O.K., now let's think of your parents again here. I wonder how your parents perceive you - that is, what do they think and expect of you?

Patty: Oh, ah, well my mom thinks school is very important--education --and I know she wants - like they both want me to finish nursing.

Mr. Millar: Uh-huh.

Patty: Sure.

Mr. Millar: O.K., what do they think of you--

Patty: As a person?

Mr. Millar: --as a human being or as a person? You can pick up those vibes.

Patty: Ah . . . ah, (Laugh) they think . . .

Mr. Millar: 'Cause what they think of you, you know, is important of what they expect of you.

Patty: Yeah. Well, I think . . . uhmm . . .

Mr. Millar: If they expect you to finish nursing school, well, they must think of you in a special and certain way.

Patty: You mean they think I am capable of it, or . . .

Mr. Millar: O.K. That you have the ability, then, to complete that.

Patty: I think that they allow me to make my own decisions pretty well.

Mr. Millar: You're the oldest too, Patty, of your family?

Patty: Uh-huh.

Mr. Millar: Do you feel any kind of pressures to do well - to, sort of, be a model for the two younger ones? Are there any feelings there?

Patty: No, not really. When I was - I think I, ah, had to do a lot more than - or I mean they get away with a lot more than I did.

Mr. Millar: Uh-huh.

Patty: If that's what you mean.

Mr. Millar: Well, no.

Patty: I don't think I'm a model for them - like I think that - I don't think they're watching me, you know.

Mr. Millar: O.K. I don't really mean it in that way. I'm thinking that you are the first born.

Patty: Uh-huh.

Mr. Millar: You're the oldest, and you're going away now to university--

Patty: Uh-huh.

Mr. Millar: --to become, you know, a professional. I'm wondering if you felt pressured to go away and become a nurse, or whether it would have been the same if you had quit after Grade 12 or 13 and taken a job somewhere in town - in the new Plaza. You could work as a waitress there maybe.

Patty: No, I think - yeah, there was . . . not pressure but that's what they expected me to do. Like, I don't think they would have gone along with my quiting school and going to work at all. No.

Mr. Millar: Why not? You could make money there too.

Patty: Yeah. Well, that's what I mean when I say my Mom's all for education.

Mr. Millar: Uh-huh. O.K. So how did you feel this pressure or expectation, although maybe it wasn't really a pressure as we define pressure?

Patty: Well, it's sort of what I wanted, so I don't - if I hadn't wanted that, it would have been really bad, but it's what I wanted so it was O.K.

Mr. Millar: Right.

Patty: Like, last year I didn't - at first I didn't really want to go to the Lakehead. I wanted to go down east. When I didn't get into Western because there wasn't - they only take 60 applicants out of 700, or 60 people out of 750 applicants about.

Mr. Millar: Uh-huh.

Patty: And so I didn't get in there, but I got accepted into any general course. And I had gone down to London in March with a friend and, ah, - and I really liked it. Like, I'd been there before 'cause we have relatives down there. I really liked it and that's where I wanted to go, and so I decided that I would just take social science--

Mr. Millar: Oh, yeah. Uh-huh.

Patty: --and forget about the nursing - just, you know, forget about it. I wanted to go to Western. And I remember my Mom. I got accepted at Lakehead - I got early acceptance there. So I said - my Mom was really - she was really good. She says

"Well, we'll send the money in and in case you change your mind, you know, you can go to the Lakehead - like, we'll leave it so you can still go there--

Mr. Millar: Uh-huh.

Patty: --'cause you've got 'til August to decide" so I - this was about a residence - like she sent $90 in and we could've lost that $90 just like that.

Mr. Millar: Uh-huh.

Patty: And I decided not to go, but she sent it in and it was I decided that I would be letting myself down if I didn't go into nursing because it's always what I - it's really what I always wanted to do. If I just went and took some general course, what was it going to leave me with?

Mr. Millar: Uh-huh.

Patty: Like, that was one of the major decisions I made in my whole life and my Mom left it up to me. Like she would say, you know, "Are you sure that's what you want to do?"

Mr. Millar: Uh-huh.

Patty: But she sorta - she left it up to me and I think that's really good.

Mr. Millar: Do you feel that's made the difference, as Robert Frost would say, that decision that you'd made?

Patty: Yeah, I'm really happy that I went there.

Mr. Millar: And that it's the right decision, eh,--

Patty: Yeah

Mr. Millar: --with you?

Patty: Oh, yes!

Mr. Millar: I mean, you never really know. I mean, you've never been to Western as a student so it's difficult to say, but you like it where you are?

Patty: Oh, yeah, I really like it! I think - I was telling my Mom that the other day--how much I liked it. She was really glad.

Mr. Millar: Uh-huh. Good. (Pause.) How about your friends, . . I am wondering how they perceive you; that is, what they expect and think of you. I guess I'm thinking of your friends here in Kenora, and perhaps Lakehead if you want to think of those too. What do they think of you as a human being, as a person?

Patty: That's a hard question to answer.

Mr. Millar: Well, I know, but, ah, how do you think they would describe you to someone else. My friend , she's . . .

Patty: Ah . . . they think I'm emotional, like.

Mr. Millar: What do you mean by emotional?

Patty: Well, I get upset over the least little thing and I think - like all the kids I went through high school with know that and they . . .

Mr. Millar: Can you give me an example of that - like being emotional and upset over small things.

Patty : What I would get upset over?

Mr. Millar: Yeah, you know, something . . .

Patty : Ah, well, anything. I, ah, - just anything. If someone looks at me the wrong way or if someone - like if the teacher would get mad at me in school, I would - I think I would get really upset.

Mr. Millar: Would you cry?

Patty : Yeah.

Mr. Millar: Could you go to that teacher as a person who has made you feel that way and talk about it?

Patty : Uh-huh.

Mr. Millar: Do you think that would help?

Patty : Probably it would.

Mr. Millar: In some cases it might, eh?

Patty : Yeah. I'd be too afraid - I would have been too afraid to go. Not last year.

Mr. Millar: Uh-huh, but in years previous, eh?

Patty : Uh-huh.

Mr. Millar: O.K., so that's one thing they'd say that Patty's pretty emotional. What else would they say about her? (Pause.) I know it's pretty hard to . . . but I think we can be kind of objective and say this is what I think, this is what they would say about me.

Patty : Ah . . . (Pause.) Uhmm . . . I don't know, I . . .

Mr. Millar: Do you think - would they say that she's clever, she's smart, she's pretty, or what?

Patty: No. (Laugh)

Mr. Millar: You won't accept those, no?

Patty : No, I don't think that. You know what?

Mr. Millar: She's ambitious.

Patty: Yeah, I am ambitious

Mr. Millar: But, do you know what? What was that?

Patty: When you said clever, that really . . .

Mr. Millar: That bothered you a bit, didn't it?

Patty: Yes. In school I've always been average. In high school - well, like in high school I had about a 70 average and two years I was on the honour roll with just about 77 or so. So when I went away to school this year, I worked pretty hard and I'm getting really good marks, so everyone down there thinks I'm a brain, but I'm not, and I just, ah, - I don't know.

Mr. Millar: Do you get angry about that?

Patty: Not angry, but I just wish that they wouldn't think that, because I'm not.

Mr. Millar: Uh-huh.

Patty: And I . . .

Mr. Millar: Yeah, but maybe you've found something that you really like and are excelling. Is that not a possibility?

Patty: Yeah, maybe. I don't know.

Mr. Millar: Yeah, it's a possibility, sure.   was sitting here yesterday and told me that he was average, or even less than average through school, through elementary and high, and now that he's doing something that he's really interested in - kinesiology, you know, the study of human body motion - he's really doing well. So maybe once you find an interest, Peggy, you excel in it.

Patty: Yeah.

Mr. Millar: Everybody doesn't do well in school. All kinds of geniuses actually haven't. So I don't know if you should become too up tight about that. I think that's what I'm saying. You don't think they'd say that she's clever, then?

Patty: Not my friends here wouldn't but my friends at school would.

Mr. Millar: O.K. What else might they say about you?

Patty: I can't think of any, ah, words. Like, you know, just one word.

Mr. Millar: Uh-huh. Could you draw me a picture--

Patty: (Laugh) Ah . . .

Mr. Millar: --or use a sentence, then. (Laugh) You know, what they might say about you.

Patty: Ah . . . (Pause.)

Mr. Millar: First thing you said was emotional, so you must think about that quite a bit?

Patty: Yeah.

Mr. Millar: But, ah, do you become, ah, - are you very happy sometimes and then down, or do you sort of range in the middle somewhere in there?

Patty: I don't think I go from one extreme to another.

Mr. Millar: Uh-huh.

Patty: Maybe I should say sensitive.

Mr. Millar: I was going to use that word--sensitive. That you pick up on how people are reacting to you very, very quickly and really internalize that and personalize it.

Patty: That's one thing I wish I didn't do like that - probably half the time it isn't even - well, I know it isn't . . .

Mr. Millar: Intended. Right. But it's pretty hard to change that, you know.

Patty: Uh-huh.

Mr. Millar: Yet you can understand different kinds of people and know where they are and not bother too much about their reactions to you.

Patty: Yeah.

Mr. Millar: O.K., so that's - really what, I think, all you're saying is that they would say that she is pretty emotional, she's clever down there at Lakehead, up here she's average.

Patty: Like, I have some really, really close friends, and I know what I could say about them.

Mr. Millar: O.K., let's talk about them. What do you admire in your friends?

Patty: Shall I say their names . . . or no?

Mr. Millar: It doesn't matter. I probably don't know these people.

Patty: Do you know   ?

Mr. Millar: Yeah.

Patty: You know   ?

Mr. Millar: Sure.

Patty: She's, ah, - she's just something else. She's my best friend.

Mr. Millar: Uh-huh. What do you admire in   ? You were over there just a few days ago when I phoned.

Patty: Ah . . . she's, ah, - she cares a lot about people and she's - she's a lot of fun to be with.

Mr. Millar: Uh-huh.

Patty: Ah . . . she's open.

Mr. Millar: What do you mean--open?

Patty: Why - like, she can talk about anything.

Mr. Millar: O.K., right. What else would you admire in her?

Patty: She's kind and patient, and she's ambitious too - she knows what she wants in life.

Mr. Millar: Uh-huh.

Patty: Ah . . . uhmm . . . (Long Pause.)

Mr. Millar: Yeah, those are some pretty admirable, I think, kind of things you are talking about. Do you have any other close friends, real close friends, say at Lakehead now?

Patty: Yeah.

Mr. Millar: Would you describe them much the same as   ?

Patty: Beth? Yeah. I have a girlfriend who's from Toronto. She just came over from Ireland last year and she's - she's really, really nice.

Mr. Millar: Uh-huh. How would you describe her?

Patty: Well, she knows what she wants too, she's, ah, - she's just - she's always happy!

Mr. Millar: Uh-huh.

Patty: Always, always happy! And if she gets down, she doesn't - like she'll talk about it but sometimes she just goes for walks by herself and - she isn't - she seems like she doesn't want to bother anyone else with her troubles, but yet she'll come over to my room and we'll talk.

Mr. Millar: Uh-huh.

Patty: She's, ah, . . .

Mr. Millar: Pretty independent, I think.

Patty: Yeah. Well she . . . yeah.

Mr. Millar: Where she feels she can work her own problems out and she doesn't want, as you say, to bother other people with them.

Patty: Uh-huh.

Mr. Millar: Yeah.

Patty: She's easy-going, too. And . . . she's really considerate. and she always thinks about other people.

Mr. Millar: Uh-huh. Sounds something like , eh, a little bit like her?

Patty: Yeah.

Mr. Millar: Are you open? You mentioned that was open. You admired that in her.

Patty: Ah, I think I am - like I think I can talk about anything that bothers me, like.

Mr. Millar: To certain people?

Patty: Yeah, that's what I was just going to say, that I can go to, like, someone that's close, and . . .

Mr. Millar: That you have confidence in. O.K. And we've talked about your parents--how they think and perceive you. Let's think of your education so far, Patty.

Patty: Uh-huh.

Mr. Millar: Do you feel, first of all, that it's been meaningful for you; that is, school or what we call education? And if so, how has it been meaningful? If you want, maybe you could break up education into high school and elementary years. Do you feel high school has been meaningful, and if so, how?

Patty: Well, ah, high school is, ah, - well I always think back on it with - I really like it. I don't know, I just . . .

Mr. Millar: Fond memories, eh?

Patty: Yeah. We really had - like, ah, - every year was really - was really something else, like. I was always - we were always involved in everything and, ah, I got - I knew all the teachers.

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Mr. Millar: Uh-huh.

Patty: And . . .

Mr. Millar: They knew you too, then?

Patty: Yeah. Like it was really close, like--

Mr. Millar: Uh-huh.

Patty: --I really liked it.

Mr. Millar: So, if you could use one word or perhaps a sentence to describe the meaningfulness of high school, how would you put it?

Patty: Ah . . . (Long Pause)

Mr. Millar: You mentioned that you had a lot of fond memories of your teachers and so on pretty well, but how has that been meaningful?

Patty: Ah . . . (Pause) I don't know.

Mr. Millar: Well, let me put it another way. What is it about high school that's been meaningful to you, then? You know, like I'm thinking, has it just been the academic part - that is the subjects that different teachers taught to you - or the social part, or the things that kind of surround education in the academic sense, or both, or how would you put it?

Patty: Ah . . . yes, both, I think. Like I think I really learned a lot in high school.

Mr. Millar: Skillwise, like?

Patty: Yeah.

Mr. Millar: Knowledgewise?

Patty: Yeah, but also about people like - about how to get along with people and, ah, - well, that's where I made my best friends, and - I don't know . . .

Mr. Millar: O.K. What is it about the subject content per se that perhaps you remember now. You've brought up more the social aspect, which is fine, but is there any kind of subject that stands out that's been meaningful?

Patty: Yeah, biology. I - I think I got a good . . . ah . . . sciences were taught well there.

Mr. Millar: Uh-huh

Patty: Ah, I always liked biology and science. Didn't like physics but I think that it was taught well.

Mr. Millar: O.K. What else?

Patty: And, ah, chemistry I didn't like but I think I - well, it was all right.

Mr. Millar: Comme si, comme ça.

Patty: Yeah. (Laugh) I liked the teacher but I don't think he taught it very well.

Mr. Millar: Uh-huh.

Patty: Ah . . .

Mr. Millar: O.K. Let's move a little further, then, back in time into elementary. What, ah, - has that been meaningful? If so, how? The elementary grades.

Patty: Well, I think back on public school too with - like I - I think I had a good time in public school too and I - like I learned a lot. I learned what you were supposed to learn in public school, like.

Mr. Millar: You learned what was presented to you--

Patty: Uh-huh

Mr. Millar: --at least, eh? Yeah. So that's been meaningful too, and you mentioned good times - you had a good time.

Patty: Some teachers were more - stick out in my mind more than other teachers though.

Mr. Millar: Right.

Patty: A lot more.

Mr. Millar: Why do you think that is?

Patty: Because they're better teachers probably.

Mr. Millar: Uh-huh. More poor - very poor teachers then? One or the other usually.

Patty: Uh-huh.

Mr. Millar: O.K. Now, how would you describe the people who have helped you, either in school or out of school, ? That is, what characteristics did they display that had particular meaning to you? (Pause.) You know, either in the school or out of school. People that you feel have sort of been signposts for you along the way - the path that you've taken so far.

Patty: Just describe characteristics - that's it?

Mr. Millar: Uh-huh. The people that have helped you, how would you describe them?

Patty: Ah . . . they've been sure of themselves. Ah . . . I don't know exactly what you want. I don't . . .

Mr. Millar: Well, I'm asking you if you can think of the people that you have liked, that have been helpful to you. How would you describe them to anyone? That is, what kind of people are they?

Patty: Ah . . .

Mr. Millar: You've mentioned people that are confident - that are sure of themselves. But try and think of specific people that - you don't have to mention names at all - that you feel have been helpful and meaningful to you. (Pause.) How would you describe those people?

Patty: Ah, they're kind. They're enthusiastic a lot of the time too. They cared and they - like they wanted you to feel love, and, ah, . . .

Mr. Millar: Uh-huh.

Patty: Why is this on the tape recorder?

Mr. Millar: Does that bother you a bit?

Patty: Yeah. I feel like I'm - well . . .

Mr. Millar: Yeah, sort of talking - you've got to say the right things. Don't let it worry you.

Patty: Like I just think that I'm - I don't know, I just feel . . .

Mr. Millar: It's having a bit of an influence on you, then, eh? Yeah. The reason that I'd like to have that on is so that--

Patty: Yeah, you can go back . . .

Mr. Millar: --I can go through it later.

Patty: Yeah, I know.

Mr. Millar: You know, rather than try and remember everything, Patty. But don't let it worry you if you make - you know, it doesn't matter if we make mistakes right here.

Patty: O.K. (Laugh)

Mr. Millar: Now, what were we talking about? (Laughter)

Patty: People that have influenced me.

Mr. Millar: Uh-huh.

Patty: That, ah, - their characteristics.

Mr. Millar: Right.

Patty: Ah . . . (Pause)

Mr. Millar: Well, you've mentioned a lot of things already.

Patty: Just that they - that they really - I think really cared.

Mr. Millar: Uh-huh.

Patty: And that they - like, you know, they gave of themselves - doing - like that's about all I can say. Like, I can think of a lot of people but they each have their own individual - like something special about themselves.

Mr. Millar: Uh-huh.

Patty: I think that the main thing that they did was that they - like they showed they were interested - like that they really wanted to.

Mr. Millar: Right. It just wasn't just a job. I mean, it was--

Patty: Right.

Mr. Millar: --more than that. I understand that. Now, this is a similar kind of question but slightly different. What kind of people do you admire?

Patty: Ah . . . just name off characteristics again?

Mr. Millar: Or . . .

Patty: (Laugh)

Mr. Millar: Yeah, characteristics. You don't have to mention names. If you want to mention some names of people that sort of are models for you, or whatever, you can.. But I'm thinking of the kind of the qualities of people that you admire. When you meet people . . . and now you're beginning to meet a lot of people out there in the world.

Patty: Ah, O.K. I'll tell you something that I admire. I admire my Dad and his generation for going through what they did when they were younger. Like, the depression and the war.

Mr. Millar: O.K.

Patty: And - like I - maybe it's because - like I didn't really know too much about it before, like, except for what my Dad told me, my grandfather. And, ah, they really had it hard when they were young, and I - I admire - like their generation for going through - like we take so much for granted, I think, and what I think now is, ah, if there was a war on, it would be people my age going. Like it - it'd be 18 year olds and - like to - you know, and up.

Mr. Millar: That's right.

Patty: And, like, these are the people that I - like they'd be my friends that would be going.

Mr. Millar: Right.

Patty: And I couldn't . . .

Mr. Millar: That you associate with now? Uh-huh.

Patty: I think that that's just somethin' that's really hard - I. Like my Dad was in - like he was only in it for, I guess, a year and a half.

Mr. Millar: Uh-huh.

Patty: But, ah, - I don't know. I think it was really - really hard for him. Like, I remember he - he says he wanted to go away. I think he went away when he was - he lied about his age.

Mr. Millar: Oh!

Patty: And he - like he really wanted to go. Like everyone wanted to go, he said. And - and, ah, he said when he first got there, it was just so tough. Like, he was in the Navy - and the discipline and everything - and he says he wrote home once and he said "for the first time in my life, I wish this war was over."

Mr. Millar: Uh-huh.

Patty: And, ah, (Pause.) Well, but then he said - he said that, ah, - like the people that would go are all the good guys. They're the ones that get lost and, like, get killed in action and everything. And he said that, ah, - like so many of his friends, like, that just lived down the street and everything, would go and they'd be killed in action and . . . like, even, I guess, in the States with Vietnam. I think that was really sad too.

Mr. Millar: Uh-huh. That's right. So you feel you admire, then, your Dad and people like your Dad for going through the hell and so on that they went through?

Patty: Uh-huh.

Mr. Millar: And they did it for us.

Patty: I know.

Mr. Millar: So we could live in the fashion we live in now. Which is pretty easy, isn't it, Patty? For you and I and people like us.

Patty: It sure is (wistfully). That's why I don't think it's fair when kids, you know, say - you know, they don't have any respect for . . . because I think they . . .

Mr. Millar: For their parents?

Patty: I don't know, but they did a lot, I think.

Mr. Millar: Uh-huh.

Patty: There was something else I was going to say, but I forget now.

Mr. Millar: O.K. You're talking, then, about people you admire and your Dad and his generation for what they've gone through. And then we talked a little bit about our generation - what we speak of our generation. That we have it pretty good.

Patty: Uh-huh. (Pause.) I admire, ah, a lot of people in certain professions. Like, ah, I never felt much about a doctor before but - how much they have to know.

Mr. Millar: Uh-huh.

Patty: Like, I - I think they should be given a lot of credit.

Mr. Millar: The medical doctors, eh?

Patty: Yeah. Same with teachers too.

Mr. Millar: Uh-huh.

Patty: I think - because, ah, they have to - like it's a hard - it's hard work. Like my roommate - she's getting her education this year and, ah, she was just out practice teaching and, ah, - like it's a lot of work what a teacher has to do.

Mr. Millar: Right.

Patty: I admire people that do everyday jobs - everyday things, like you know, 'cause we need them too.

Mr. Millar: You're thinking of bus drivers, taxi drivers, and so on?

Patty: Garbage truck drivers and deliverers.

Mr. Millar: Yeah. Uh-huh.

Patty: I admire people who are just being themselves.

Mr. Millar: And not playing games, eh? Yeah. Have you met many of them?

Patty: That don't play a role, sorta like?

Mr. Millar: Uh-huh. And the other way. I mean, have you met some honest, sincere people--

Patty: Uh-huh.

Mr. Millar: --that are themselves?

Patty: I think you have to accept people for what they are.

Mr. Millar: Uh-huh.

Patty: And . . .

Mr. Millar: But can't we change them?

Patty: Uhmm . . . can we change them?

Mr. Millar: Yeah, change them. I mean, you're saying accept them for what they are, but shouldn't we try and change them to what we want them to be?

Patty: No.

Mr. Millar: Why?

Patty: (Laugh) Because I don't think that's up to you to do. Like a person's a person for what they are - like that's who they are and you're not - in your eyes. I think there are a lot of people have that problem that they make someone to be something that they're not. And, like, that's not right. You should . . . (Pause) . . . I mean, everyone has faults and everyone has their limits.

Mr. Millar: Right, yeah. Well, when you meet your husband-to-be, don't you want to change him to what you think he should be for you?

Patty: No.

Mr. Millar: No?

Patty: But I think there - you have to accept people for what they are. You're not - not for you to change them. You know, you don't make someone something that they're not. Like I wouldn't like someone to come and change me just because that's how they want me to be.

Mr. Millar: Sure. What if they said "Hey, Patty, you're too sensitive and emotional. I'm gonna change that." That wouldn't be Patty Stewart then, would it?

Patty : No.

Mr. Millar: That's what you're saying?

Patty : I don't think - you have to be yourself and that's all. If people can't accept that, then nothing really matters anyway.

Mr. Millar: O.K. You know, Patty, it's easy for us to become wrapped up in ourselves and whatever we're doing--nursing, teaching, or whatever--and not be too aware of what's really happening in the world today.

Patty : Uh-huh.

Mr. Millar: In your view, what are some problems in society that should concern us all?

Patty : Ah, (Pause). . . wars - like, oh, I just don't see - I can't see any point in it all. Like 'cause - I just wish people would think of us as a world and that's - like that's who we are. It's O.K. to have different countries but I don't - I can't see any point in the war.

Mr. Millar: Uh-huh.

Patty: Like over in Israel and Egypt and that.

Mr. Millar: Right.

Patty: And Syria. Like I have a friend who I went to high school with all . . . Jerry Doke. Do you know him? He's over there in Cyprus right now.

Mr. Millar: Uh-huh.

Patty: And, ah, he'll be over there for about a year, I guess. He just got married in August. His wife's in Kenora now. They were stationed in London.

Mr. Millar: I see.

Patty : But . . . anyway, I just don't think it's fair.

Mr. Millar: O.K., that's one sort of problem that you see, then, that should concern us all - are the wars that are happening in the world.

Patty : Starvation, like, population explosion . . . ah, pollution and environment. I think we should all try to preserve it.

Mr. Millar: Uh-huh.

Patty : Ah, these things are so easy to say but it's so hard to . . .

Mr. Millar: Yeah. Like pollution, for example. You say, well we've got to overcome that. How do we do it, you and I?

Patty : Yeah.

Mr. Millar: That's another thing. And do we do it?

Patty : I know. See it's - it's so easy to say these things. Like I think they're really important but . . . (Pause.)

Mr. Millar: Uh-huh. If you're really serious about pollution and you saw a person walking on the street and unwrapping a piece of bubble gum and throwing the wrapper down - that's pollution there, isn't it?

Patty : Yeah.

Mr. Millar: Maybe we should go up to that person "Hey, Mac," you know--

Patty : (Laugh)

Mr. Millar: --"You pick that up."

Patty : Uh-huh.

Mr. Millar: However . . .

Patty : Ah, racial discrimination - religion.

Mr. Millar: Is that a problem? You're sort of frowning. What do you mean?

Patty : (Laugh) I don't know. I just think that people get so wrapped up in their own. There's only - like this - well, I guess I shouldn't say there's only one God 'cause I guess there isn't.

Well, I think there is but other people don't think there is - like that live in India - they don't believe in the same God as we do, do they?

Mr. Millar: Well, they believe in a different - that God is in a different form.

Patty: Yeah.

Mr. Millar: Yet, there's still an Almighty power in the universe of some sort - whether it's Buddha or something else.

Patty: I think that some people are hypocrites about religion. Like they - I don't know, I think - it's just . . .

Mr. Millar: Well, it's something you believe. Do you go to church, Patty ? On a regular basis?

Patty: No, I, ah, - I go - I used to when I was little.

Mr. Millar: Uh-huh.

Patty: But, down in the Lakehead, you know the Avalon Centre?

Mr. Millar: Yes.

Patty: Well, we go to the church there and it's Catholic but I really - like I really like it. Like, it's not really, really Catholic - like you really don't say all the . . .

Mr. Millar: Latin and so on?

Patty: Yeah. And it's - like I don't think it's - like even Protestants take communion there and everything and that's fine. Like the other night I went to church on Christmas eve over at Thomas Acquinas and the priest said "Anyone who's non-Catholic, would you please not take communion." I don't think that that's . . .

Mr. Millar: That bothered you?

Patty: Yeah. And I didn't like also when I - when - you know, when you read the Creed off and everything, and I came to the part "I believe in one Catholic Church", you know, I just stopped dead and I didn't say it because I don't think they should have something like that.

Mr. Millar: Uh-huh.

Patty: (Pause.) I don't know.

Mr. Millar: Like you think it's - like you said as a young girl you went to church and Sunday School and all that. Is that important?

Patty: That I went there?

Mr. Millar: That you went there and that people perhaps asked you to go there.

Patty: I think so.

Mr. Millar: Why?

Patty: Well, I'm not a very - I'm not very religious, I don't think. Like I don't pray very much or . . .

Mr. Millar: Like at night when you go to bed, you don't say a few words?

Patty: No.

Mr. Millar: "Thanks for giving me this day."

Patty : I have when I - I've prayed before but it's always been something really important, I think. Like, I don't think I'd sit and talk to Him or (Laugh) - or anything like that.

Mr. Millar: You must talk to yourself a bit, sort of--

Patty : Yeah.

Mr. Millar: --internal--

Patty: Yeah. (Laugh)

Mr. Millar: --internal talking? Yeah.

Patty: Ah, Uh-huh. I don't - I think Sunday School was really important for me, like.

Mr. Millar: How would it be important? (Pause.) Because you say now that you don't think that much of religion - like you put it that way. And yet . . .

Patty: Well, I think it's important that you know about the things that happened in the past. Like, Jesus Christ Superstar, the movie?

Mr. Millar: Yeah.

Patty: I just thought that movie was fantastic, and . . .

Mr. Millar: Uh-huh.

Patty: But I think that everyone should know about God and Jesus and . . .

Mr. Millar: Right. Sort of the historical part of it, if you like?

Patty: And why they were important too, I guess. Yeah.

Mr. Millar: O.K.

Patty: Like every little kid should know the story of Moses and Noah's Ark and everything.

Mr. Millar: Right. That multi-coloured coat. Who was that?

Patty: Yeah, Joseph. Yeah. (Laughter)

Mr. Millar: O.K., Patty. Now let's move on then. What do you expect to do with your life?

Patty: Oh (Sigh) (Laugh) I expect to go finish my - finish school and then work. And travel. But eventually all I want - all I really want is to get married and have kids and raise a family, I think.

Mr. Millar: Uh-huh.

Patty: (Pause.) That's about it, I guess. I want to - yeah, that's about it.

Mr. Millar: Why do you want to travel? It seems everybody says that.

Patty: Ah . . .

Mr. Millar: Why is that important to you? You mean travel from here to

Lakehead, or . . .

Patty: (Laugh) No, I want to - I want to go to . . . for sure, I want to go to Australia. Uhmm, well I could say the old thing about what other people learn about other people's cultures.

Mr. Millar: Well, say it then!

Patty: Well, I think that's - I really think that's important but everybody says it - that that's why they want to travel. Well, I want to see things. But I think when you go and you meet other people, it's a really neat experience.

Mr. Millar: Right. O.K., it is hackneyed. You know, all people say it, it seems, but it's probably important.

Patty: Like I - I'm not saying - like just going out and meeting other people is important. I found that this year.

Mr. Millar: Uh-huh.

Patty: Like, I didn't go away with any of my really close friends - like and . You know ?

Mr. Millar: Uh-huh.

Patty: And . You know too?

Mr. Millar: Uh-huh.

Patty: Those three - like they're all really good friends, too, of mine. And, ah, they went down to London together, and went to Winnipeg.

Mr. Millar: Uh-huh.

Patty: But, ah, I don't know - by going by myself I think I learned - like I met, ah, - I realized that I could meet other people and make real good friends.

Mr. Millar: Right. You had to draw on your own resources, too, to deal with the people, eh? Which is important.

Patty: Uh-huh.

Mr. Millar: O.K. What are some things that you really value or prize in your life - that are really important to you?

Patty: Ah . . . I thought about this question and I thought about it, and the thing, I think, I value the most is life itself. Like, I just think that life is something else - like it - I think it's really a gift - that people are able to - like, you know, like we've got so much in life - like we can . . . I don't know how to explain it.

Mr. Millar: Uh-huh. Well, you are.

Patty: Uhmm . . .

Mr. Millar: I think what you're saying is just to experience - for example, even here you and I talking as we are, that, in a sense, is a gift - to experience another individual and to talk with them. Right?

Patty: Like there's so many things to see in the world. Like it - I think people that draw into themselves and, like, don't see it are really missing out.

Mr. Millar: Uh-huh.

Patty: Like, I was thinking of that saying . . . ah, "Today is the first day of the rest of your life."

Mr. Millar: Right. Yes, that's very appropriate.

Patty: I don't know, there's so much. I think I value my education. I value nursing really, really highly. Like I - I know that's what I want and I'm glad.

Mr. Millar: That's just a short kind of venture in your life?

Patty: Uh-huh.

Mr. Millar: It's a 3- or 4-year time period. You've got a lot of other time, hopefully too.

Patty: Uh-huh. I value the family. Like, you know, I don't think it should be an institution that should be lost. Like, you know how they talk about the family's dieing?

Mr. Millar: Uh-huh.

Patty: I think it's really important.

Mr. Millar: You mean because people are living with other people and not really caring about . . .

Patty: Yeah.

Mr. Millar: Now, just for the fun of it, Patty. If you were an animal, what animal would you be?

Patty: Ah, O.K., I'll make this quick. Ah, a dog.

Mr. Millar: Why?

Patty: A house dog.

Mr. Millar: Is that right?

Patty: Uh-huh.

Mr. Millar: Why is that?

Patty: Ah, (Sigh) because, ah, - because you have - like I think - I don't know! Well, if I think of my dog, I'd like to be our dog.

Mr. Millar: Uh-huh. Why is that?

Patty: Because she's - she's such a little baby and she gets treated, like you know, - like she's, you know, a little queen, and - I don't know, I really like dogs. I think I'd like to be a dog, I guess. (Laugh)

Mr. Millar: O.K. Now, this is the last question, Patty. If you had three wishes for yourself, what would they be?

Patty: Ah, that I had my health . . . ah . . (Long Pause) - this reminds me of wishing on a star. I always wish on a star. That I have, ah, my education, like, and that I . . . These are wishes for me?

Mr. Millar: Uh-huh.

Patty: That I get a job - like, nursing is - I wish that when I'm finished that I - nursing, I find a job and that, you know, like - and I wish that I could - that I'm happy when I get married and I have a family - I have a nice family and . . .

Mr. Millar: Uh-huh.

Patty: I wish that I could always be happy.

Mr. Millar: O.K. Thank you.

Interview with
Bernice S. #266

December 27, 1974

Mr. Millar: Now I have a list of questions, Bern, that I'll ask you. These are standardized questions, otherwise we'll ramble all over the place.

Bernice: Uh-huh.

Mr. Millar: We can spend as much time as we want on each of these questions. Now, the first one is a very easy one. Just tell me presently what you are doing.

Bernice: Going to Brandon University.

Mr. Millar: Tell me about the course you're taking.

Bernice: I'm taking education and that involves arts and science courses, as well as education subjects.

Mr. Millar: Right. Uh-huh.

Bernice: And, ah, I like it a lot.

Mr. Millar: So you just started like in September, I presume?

Bernice: Yeah.

Mr. Millar: You've just been there a semester?

Bernice: Yeah.

Mr. Millar: And are the courses you're doing - are they education or are they arts?

Bernice: Pretty well education. My arts changed - they're 3-hour credits.

Mr. Millar: Uh-huh.

Bernice: And so I'll be choosing different ones next semester in education.

Mr. Millar: I see. Which ones have you taken up 'til now?

Bernice: Just psychology and science.

Mr. Millar: An introduction to psychology?

Bernice: Yes. In arts, I've taken sociology and, ah, I've taken music.

Mr. Millar: Uh-huh.

Bernice: That's all.

Mr. Millar: That's about it, eh?

Bernice: The others are education.

Mr. Millar: Three or 4 year course?

Bernice: It's a 3-year Bachelor of Teaching.

Mr. Millar: And they call it Bachelor of Teaching, eh?

Bernice: Yeah.

Mr. Millar: It's not a Bachelor of Education?

Bernice: No. You can pick up your other two years and get your Bachelor of Education. But it just takes 3 years for your Bachelor of Teaching.

Mr. Millar: Oh! That's something different, then, from Ontario?

Bernice: Yeah. They don't recognize it in Ontario.

Mr. Millar: No! So what does that mean for you?

Bernice: Ah, I'll either have to stick to Manitoba to teach or else I would like to travel and teach. You know, somewhere.

Mr. Millar: Right. Five years seems a little bit long for you to spend. Is that why you went there?

Bernice: Yeah, and then I can pick up my other 2 years in summer courses, too.

Mr. Millar: Uh-huh.

Bernice: While I am teaching.

Mr. Millar: Right. That's good thinking. When I started teaching, we just needed one year after Grade 13.

Bernice: Yeah.

Mr. Millar: Now, that's not that long ago either, you know.

Bernice: Uh-huh.

Mr. Millar: Things change pretty quickly. Now, as you know, it's four years in Ontario after 13. It requires 3 years for the BA and one year teacher training for your B.Ed.

Bernice: That's coming into Brandon now, that 4-year program.

Mr. Millar: Is it?

Bernice: It's supposed to happen maybe next year or the year after.

Mr. Millar: You just sorta got in at the right time.

Bernice: Yeah. It's not going to touch us though - the 3-year Bachelor of Teaching.

Mr. Millar: Pretty lucky, eh?

Bernice: (Laugh)

Mr. Millar: So that tells us what you're doing now, eh? Did you finish Grade 13 last year?

Bernice: Yes.

Mr. Millar: Right. Now, what do you enjoy doing in your leisure time?

Bernice: Oh, I like reading . . . uhmm . . . books - lots of books.

Mr. Millar: Uh-huh.

Bernice: And . . . enjoy reviewing some Shakespeare books that I took in high school.

Mr. Millar: You like looking through those again! That's interesting!

Bernice: And, ah, well, when I was little I had a stamp collection and I dug it out when I came home again and looked it over.

Mr. Millar: Uh-huh. Looking for valuable stamps to get rich, or what?

Bernice: Yeah. (Laugh) I was just cutting out stamps. One of my friends gave me stamps.

Mr. Millar: Uh-huh. Are the stamps from all over the world or Canadian?

Bernice: Yeah, a mixture.

Mr. Millar: I see.

Bernice: And I like music a lot.

Mr. Millar: What kind of music do you like?

Bernice: All of it. (Laugh)

Mr. Millar: Like classical--

Bernice: Uh-huh.

Mr. Millar: --as well as--

Bernice: Modern.

Mr. Millar: --modern stuff? Yeah. You used to play the piano, didn't you?

Bernice: Yeah. I was at the Grade 8 level.

Mr. Millar: Or was it Tracy?

Bernice: She used to play the accordion.

Mr. Millar: She used to dance too, I think - Tracy?

Bernice: Donna does.

Mr. Millar: Donna? O.K. Now, there are four in your family?

Bernice: Five.

Mr. Millar: Where are you in the family?

Bernice: The oldest.

Mr. Millar: You're the oldest?

Bernice: Uh-huh.

Mr. Millar: You tell me about the others now. There's Tracy . . .

Bernice: Donna's next. She'll be 18 in a few days. And Tracy, and Kim, and Jeanna is the youngest.

Mr. Millar: Jeanna probably is, ah, a new one since I've known the family, I think. How old would Jeanna be?

Bernice: She's 9. Not too new! (Laughter)

Mr. Millar: Not too new - 9 years, eh?

Bernice: Yeah.

Mr. Millar: What is Donna doing?

Bernice: She's in Grade 12. She went to school down in the States to a dancing college.

Mr. Millar: Uh-huh.

Bernice: We don't have any in Canada. She did fine down there.

Mr. Millar: Why did you go into education? Why did you want to go into that area as opposed to nursing?

Bernice: Well, because I've always wanted to be a teacher . . . uh-huh . . . always.

Mr. Millar: What kind of grade level would you like to teach?

Bernice: Ah . . . children - elementary. Up to about Grade 5 maybe.

Mr. Millar: Uh-huh. I think you're wise but I'm prejudiced, you know. (Laughter) What do you enjoy doing with other people?

Bernice: Ohhh . . .

Mr. Millar: Or with people?

Bernice: Ah . . . sometimes play cards or go out and play broomball. And . . . these sort of things. (Laugh)

Mr. Millar: Uh-huh.

Bernice: Talking.

Mr. Millar: Right. Just rapping about whatever you want to talk about?

Bernice: Discussing everybody's courses, as everyone is home from university now.

Mr. Millar: Right. Everybody meets in the Mall uptown here.

Bernice: Yeah. (Laugh) In groups everywhere.

Mr. Millar: Right. Let's move on and talk a little bit about your family now. All sisters. How do you get along with your sisters?

Bernice: Fine. We all get along. We have the occasional fight but everybody does. (Laugh)

Mr. Millar: How do you feel you get along with your Mom and Dad?

Bernice: Very well . . . yeah.

Mr. Millar: Then, you think they - they support you, then, pretty much in what you're doing?

Bernice: Yes.

Mr. Millar: You know, being the oldest, do you feel that there's been pressure put upon you by, maybe your parents, and others, and your sisters too, to do well, to go ahead and be something - be someone?

Bernice: Yeah, I felt that, but I've always wanted to - I've felt like I have to and should, but then again I don't really have to - I want to.

Mr. Millar: So, it's more for yourself that you have felt some kind of pressures or vibrations from other people, then?

Bernice: Maybe they'll go to university too, if I do.

Mr. Millar: So you're kind of setting an example, a model perhaps--

Bernice: Uh-huh.

Mr. Millar: --for them?

Bernice: Well, because I am going to university, like Kim and Jeanna my two little sisters, they plan to now - they want to be teachers.

Mr. Millar: Uh-huh. It will be interesting to see what happens with them.

Bernice: Uh-huh.

Mr. Millar: What feeling, or feelings, do you have for your parents? How do you feel toward them now?

Bernice: Oh . . . they're great! I don't know what I'd do without them.

Mr. Millar: Uh-huh. So, they've been a real kind of signpost for you, then, pointing the way?

Bernice: Yeah! Like, they keep me going and help me out--

Mr. Millar: Uh-huh.

Bernice: --in bad times when I need help.

Mr. Millar: How about the feeling, now - you haven't mentioned that. How do you feel toward them?

Bernice: Uhmm . . . my feelings?

Mr. Millar: Like, a gut feeling, you know.

Bernice: Oh, I love them.

Mr. Millar: Uh-huh. Right. I think that pretty well captures that.

Bernice: O.K. (Laugh)

Mr. Millar: I wonder how your friends perceive you, Bern. That is, what do they think and expect of you? You've mentioned you see them a lot. How do you think they see you? If you can be honest with me about that.

Bernice: Uhmm . . .

Mr. Millar: Well, what do they think of you?

Bernice: Oh . . . I'm a friend.

Mr. Millar: Uh-huh.

Bernice: I'm not close to any of my friends, but I am somebody to go and talk to and we talk.

Mr. Millar: Uh-huh.

Bernice: I'm a good listener! (Laughter)

Mr. Millar: A good listener. So you do feel that they respect you, then, for that?

Bernice: Yeah. Well, like I said, not being a member of their group . . .

Mr. Millar: Yeah, I see.

Bernice: But, ah, I do go out and I am invited to their social gatherings and - and I'm just part of their group.

Mr. Millar: O.K. Uh-huh. What kind of expectations do you feel they hold for you? They know you're at Teacher's College now at Brandon University--

Bernice: Uh-huh.

Mr. Millar: --in the faculty of education there. Do they have any kind of expectations? Do they communicate that to you in any way?

Bernice: Well, we're all urging each other to keep on going - not get engaged or think about marriage, or that. Just to keep on going with our education.

Mr. Millar: Uh-huh. Do you feel a conflict there--

Bernice: No.

Mr. Millar: --you know, like in marriage or a sort of pressure or that?

Bernice: Oh! Like that?

Mr. Millar: Yeah. Yourself, I'm thinking of now.

Bernice: No.

Mr. Millar: 'Cause you mentioned that could stop you from your goal.

Bernice: No. No, that's not going to stop me.

Mr. Millar: Uh-huh.

Bernice: But I know a lot of people that it has.

Mr. Millar: Uh-huh.

Bernice: That can wait until after (Laugh) my education's finished.

Mr. Millar: Uh-huh. You think people see you as a good listener, and you are invited to social gatherings and parties and so on. I'm trying to sum up what you've said. They expect you to finish what you're doing, eh?

Bernice: I think really they do. Like, they ask me when I'm going to get engaged and things like that--

Mr. Millar: Uh-huh.

Bernice: --but they know I'm not going to. That's what I tell them.

Mr. Millar: What is it about a close friend that you admire - that you like?

Bernice: Ah . . . her family is helpful, she doesn't get jealous easily or she isn't two faced. She likes everybody, just for what they are.

Mr. Millar: So, sort of an accepting attitude, eh?

Bernice: Yes.

Mr. Millar: Of everyone, no matter what they are, eh?

Bernice: Uh-huh.

Mr. Millar: No matter what colour or attitudes they have, eh?

Bernice: Oh, yeah!

Mr. Millar: Is that how you describe yourself too?

Bernice: Well, I'd like to think of myself that way, but I know I do get jealous, and I have been called two-faced. Ah . . . but through my girlfriend I have met a lot of different people, different cultures too.

Mr. Millar: I see. Would this be a local girl here?

Bernice: I met her at school in . . . Brandon.

Mr. Millar: Oh, I see!

Bernice: Yeah. She's my closest friend.

Mr. Millar: Uhmm. This is a related question. Let's think of school for you, and education generally speaking. Has your education in school been meaningful for you, and if so, how?

Bernice: Yes, it has because I know it will prepare me for the future--

Mr. Millar: Uh-huh.

Bernice: --and become a teacher, which I always wanted to be.

Mr. Millar: Now, let's maybe break it up if we can - think of high school and elementary school. Has high school been meaningful to you, and if so, how? I know it's preparing you to become a teacher which you've mentioned, but is there any other way that it's been meaningful?

Bernice: Yeah, it's helped me to, ah, make friends, to learn what other people are like and, ah, realize that everybody isn't the same.

Mr. Millar: Uh-huh.

Bernice: And . . . mature. (Laugh)

Mr. Millar: You know, I think as teachers we don't realize that school is a real socializing process--

Bernice: Uh-huh.

Mr. Millar: --you know, where you learn to get along with others, learn to give and to take, and I think that we think that the subject is very important, like teaching math or English or whatever it is that you teach. But I think you've really hit it on the head there. That's what you're getting out of school is learning how to get along--

Bernice: Yeah.

Mr. Millar: --and understanding.

Bernice: That's why I - 'cause I've noticed kids quit university because they can't get along with other - with other kids.

Mr. Millar: Uh-huh.

Bernice: They haven't been able to get along with their profs or . . . but they have to.

Mr. Millar: Right. How about elementary school, if we can cast back that far? How has that been meaningful to you?

Bernice: Uh-huh. Well, I really liked school and, ah, - I think it's 'cause my elementary grades made me like it so much, and keep on going.

Mr. Millar: Uh-huh.

Bernice: I had a lot of fun at sports and things, good teachers - friendly.

Mr. Millar: Right. So, it's sorta been stimulating for you - the elementary part. Exciting in a way?

Bernice: Uh-huh. And all the projects really were really interesting.

Mr. Millar: How would you describe the people who have helped you, either in school or out of school? By that I mean, what characteristics did they display that had particular meaning to you?

Bernice: Interest in me and that kind of thing. Interest - that's the main thing. Interest in what I was doing at home and when I wasn't feeling well, why, what was wrong with me.

Mr. Millar: Uh-huh. So that's how the people would show their interest in you, by asking questions and getting to know you as an individual?

Bernice: Yeah. Uh-huh.

Mr. Millar: Uh-huh. That's one characteristic, then, of the teacher or whoever it was who helped you along the way showed, eh? That they were human too, I suppose.

Bernice: Uh-huh.

Mr. Millar: In asking questions of you and sort of getting into you and who you are. Right?

Bernice: Yeah.

Mr. Millar: Is there anything else that seemed particularly helpful and meaningful of the people that you met?

Bernice: Well . . . they seemed to be very reasonable and helping other people.

Mr. Millar: Uh-huh.

Bernice: Get along with everyone.

Mr. Millar: Uh-huh.

Bernice: Reasonable in the way - in the sense that, ah, they don't go to one person's side if there's a fight or something. They'll help both to just cool off, cool down.

Mr. Millar: Right. Let's just find out just what's happening here--

Bernice: Yeah.

Mr. Millar: --between the two sides.

Bernice: 'Cause I've even been the one called down - I can't remember - I have been anyway 'cause I was fighting. The teacher we had said cool down and said why did you do this, why did you do that, and . . . come to the conclusion.

Mr. Millar: Uh-huh.

Bernice: Maybe shake hands after. (Laugh)

Mr. Millar: This question is much the same. What kind of people do you admire? Why do you admire them?

Bernice: I admire people that, ah, - that can get along with other people and that, ah, act themselves.

Mr. Millar: Not putting the dog on?

Bernice: Yeah.

Mr. Millar: Are there any other kind of qualities that you would consider important? You've mentioned people that are social, that can get along well and seem to understand--

Bernice: Uh-huh.

Mr. Millar: --and are natural.

Bernice: Yeah.

Mr. Millar: What other kind of qualities are important in a person?

Bernice: (Pause.) Ah, . . . (Pause) . . . I don't know. It's hard to put to words.

Mr. Millar: Uh-huh.

Bernice: Just - like people are people.

Mr. Millar: O.K., let me put it this way. I don't know, this may be appropriate. Let's say in a boy. Now, what kind of things do you think are important for you?

Bernice: Ah . . .

Mr. Millar: That you admire - like, that you want in a fellow.

Bernice: Well, he isn't going to try to run my life and, ah, I can do the things I like to do without him getting on my back, and likewise.

Mr. Millar: Uh-huh.

Bernice: Vice versa.

Mr. Millar: Uh-huh.

Bernice: And, ah, gets along with people.

Mr. Millar: Uh-huh.

Bernice: I don't admire the person that, ah, - that doesn't like talking to people.

Mr. Millar: Right. Or just sits there and doesn't contribute in any way, eh, other than smiling occasionally?

Bernice: Yeah. Well, I don't like that either. Drinkers.

Mr. Millar: Uh-huh. Well, I take it that's something that you don't want, you certainly don't admire? Yeah. Is the drinking thing, eh?

Bernice: Yeah.

Mr. Millar: Now, you know that it's easy for us - you know, we get wrapped up in our own personal lives, eh?

Bernice: Uh-huh.

Mr. Millar: Wherever we are, and we're not too aware of what's really happening out there in the world. In your view, what are some of the problems in society that should concern us all?

Bernice: Ah, helping out our neighbours.

Mr. Millar: Uh-huh. When you mean neighbours, you mean anybody that you come in contact with?

Bernice: Uh-huh.

Mr. Millar: (Pause.) What are some other things that you might see - that aren't necessarily connected to your profession-to-be --teaching - that you feel we should be concerned with and perhaps involve ourselves in or with?

Bernice: Ah . . . (Pause) . . . well, be a good member of society and--

Mr. Millar: O.K.

Bernice: --participate in community affairs.

Mr. Millar: What do you expect to do with your life?

Bernice: Well, after I get my education, I - I always wanted to travel. I hope to do some travelling. Maybe . . . I'll teach somewhere for awhile but, ah, I'd like to move around the world.

Mr. Millar: Uh-huh. O.K. So, then it would be an education for you to travel to see what other cultures live like?

Bernice: And then get married--

Mr. Millar: Uh-huh.

Bernice: --do housework, and then maybe even go back to teaching - to work. You know, substitute teacher or something?

Mr. Millar: Yeah.

Bernice: You know, but . . . I really would like to travel.

Mr. Millar: You mention marrying and children.

Bernice: Yeah.

Mr. Millar: Yeah.

Bernice: But, like I said, I'm in no hurry.

Mr. Millar: Right. You don't want the Archie Bunker kind of life, then?

Bernice: No, I don't.

Mr. Millar: You know, teaching and go home and have a beer and watch the TV.

Bernice: (Laughter) No.

Mr. Millar: O.K. What are some things that you value in your life, that you prize, which to you are really precious?

Bernice: Ah . . . I don't know. It's hard to just pin-point exactly what I value.

Mr. Millar: You'll have to think about that, I guess.

Bernice: Well, my family.

Mr. Millar: O.K. (Pause.) Everyone?

Bernice: Uh-huh. (Pause.) Especially my parents.

Mr. Millar: Uh-huh. That probably means you'll want to visit a lot in the future and--

Bernice: Uh-huh.

Mr. Millar: --well, keep close contact with . . . (Pause.) Uh-huh. Have you had trouble this year? This being your first year away from home, I presume?

Bernice: Uh-huh.

Mr. Millar: Have you had any trouble kind of adjusting to other people and your parents not being there to help?

Bernice: No, not at all - no trouble there. Ah, when I got there, kids wanted to meet other kids and make friends.

Mr. Millar: Uh-huh. And it didn't seem to interfere with your studies at all or concentration on task?

Bernice: No. The kids I hang around with are in education too.

Mr. Millar: Uh-huh.

Bernice: Most of them are.

Mr. Millar: Uh-huh.

Bernice: And, ah, you know, then when you have a test, we either study together or else separately, but we get our studying done.

Mr. Millar: And talk about the profs among each other?

Bernice: Oh, yeah!

Mr. Millar: About this one and that one?

Bernice: Which one is most difficult, (Laughter) which one's okay.

Mr. Millar: Right. So you prize your family, then. Is there anything else that you really value in your life?

Bernice: (Long Pause.) Just being here . . . (Laugh) . . . and, ah, ... I've been thinking about that and I couldn't place my question.

Mr. Millar: Well, it was on the autobiography - that kind of question. Is that what you mean?

Bernice: Yeah. Ah . . .

Mr. Millar: Just, like, to be, I imagine - just to exist--

Bernice: To be alive.

Mr. Millar: --to experience?

Bernice: Yeah.

Mr. Millar: Right?

Bernice: Uh-huh

Mr. Millar: Like, even this here is an experience.

Bernice: Yeah.

Mr. Millar: To you and I to sit here for just a brief time, eh?

Bernice: Uh-huh.

Mr. Millar: Like, yet it's being here.

Bernice: And I'm glad I did go onto university because, ah, I'd never been away from home before and, ah, it's good - it's been a good experience and I like it.

Mr. Millar: Uh-huh. Do you have relatives in Brandon?

Bernice: Uh-huh. A few relatives.

Mr. Millar: Yeah.

Bernice: My Dad's brother.

Mr. Millar: So that would help too?

Bernice: Uh-huh.

Mr. Millar: Yeah.

Bernice: I rarely am in contact with him.

Mr. Millar: Uh-huh.

Bernice: Not as much as I should but when I do, it's nice to hear him.

Mr. Millar: Do you feel a bit guilty--

Bernice: Yes. (Laugh)

Mr. Millar: --about not being in contact much with him?

Bernice: Yeah, but . . . I don't have a car or anything, and when they invite me over it's sort of hard. I don't even know where they live - the street, ah, - I'd have to get all that.

Mr. Millar: So the car's an excuse, eh? (Laughter)

Bernice: I want a car. (Laughter) Eventually, I guess.

Mr. Millar: Yeah.

Bernice: Then I know I would travel around 'cause I - oh, I miss so many buses so many times--

Mr. Millar: Uh-huh.

Bernice: --trying to go places.

Mr. Millar: It's an inconvenience to travel that way. So, those are things that you think that you value, eh - are your parents of course, and just experiencing - just living, if you like, and being able to?

Bernice: Yeah, and succeeding, progressing.

Mr. Millar: Uh-huh. It's important for you, then, to go ahead, to keep moving?

Bernice: So you can accomplish your goal.

Mr. Millar: Uh-huh. Now, after you get your goal, that is, to be a teacher, will there be other goals, do you think, or will that sort of be the end point for you?

Bernice: No. I want to travel and get married and have a good life, and my goals never end.

Mr. Millar: I see. One goal seems to just lead to another or others?

Bernice: Yeah.

Mr. Millar: Yeah, more than one. Now, let's just, sort of, reverse that kind of question. What things make you angry, frustrated or irritated?

Bernice: Ah, a person who lies and, ah, a person who doesn't act themselves, and--

Mr. Millar: Uh-huh.

Bernice: --a person who, ah, just, like, is at university to try to distract other kids from their studies 'cause they're out to have a good time and that's all.

Mr. Millar: Uh-huh.

Bernice: (Pause.) Oh . . . a person who gets really drunk--

Mr. Millar: Uh-huh.

Bernice: --'cause . . .

Mr. Millar: And making a real fool of himself?

Bernice: Yeah. 'Cause it frustrates me 'cause I don't know what I should do - like how I can help them out. They're crazy laying there, falling all over me.

Mr. Millar: You mean if it's someone that you're with or that . . .

Bernice: I can see.

Mr. Millar: You just see. O.K.

Bernice: 'Cause there's nothing I can do . . . and that bothers me.

Mr. Millar: O.K. Then, the feeling of helplessness, eh?

Bernice: Uh-huh. Ah, people hurting other people.

Mr. Millar: Uh-huh. And realizing what they're doing, sort of a--

Bernice: Yeah.

Mr. Millar: --premeditated thing?

Bernice: Uh-huh.

Mr. Millar: Yeah.

Bernice: That's it.

Mr. Millar: O.K. Now, just for the fun of it. If you were an animal, what animal would you be?

Bernice: What animal? (Laugh) Oh . . . maybe, ah, . . . I like so many animals . . . so (Laugh) maybe a little rabbit.

Mr. Millar: Why?

Bernice: 'Cause I relate to them.

Mr. Millar: Uh-huh.

Bernice: Get the feel of everything - not really in a hurry to go anywhere, to do anything - you know, no ties or things like that.

Mr. Millar: Uh-huh. Nice and soft too?

Bernice: Yeah.

Mr. Millar: Yeah. And they're pretty peace-loving too.

Bernice: Oh, yeah! They wouldn't hurt anybody.

Mr. Millar: Uh-huh.

Bernice: Oh, they're lots of fun to cuddle. (Laugh) I've had a few. (Laugh)

Mr. Millar: You realize, of course, that they're very productive?

Bernice: Yes, and set them free. (Laughter) How about 20 little baby rabbits! (Laughter)

Mr. Millar: Uh-huh. Now, if you had three wishes for yourself, Bern, what would they be?

Bernice: Ah . . . (Pause) . . . that my family doesn't run into any troubles or anything like that, everything goes well, and, ah, . . .(Pause) . . . that everybody would learn how to get along with everybody better without any more wars.

Mr. Millar: Uh-huh.

Bernice: And that everybody would enjoy life as much as they could.

Mr. Millar: Uh-huh. O.K. What was the second one again you mentioned, Bern? You mentioned your family doesn't have any problems--

Bernice: Yeah.

Mr. Millar: --and everybody lives peacefully was the last one - and the second one . . .

Bernice: Ah, . . . I don't . . .

Mr. Millar: Pulled a blank on that one.

Bernice: I was thinking them out - I can't remember now.

Mr. Millar: (Laugh)

Bernice: There's my family and, ah . . . (Pause) . . .

Mr. Millar: It's on the tape - it's preserved there. Ah, what I noticed when you're talking is that all your wishes were for other people. Why not for yourself?

Bernice: Because I'm one of the people. If I wish that all this would happen, I'd be one of those people in the crowd that it would be happening to.

Mr. Millar: O.K.

Bernice: I'd make a wish for everybody instead of just me.

Mr. Millar: Oh, right. Right. Definitely. O.K., those are all the questions that I wished to ask, Bern. Thank you.

Interview with
Martin D. #303

December 27, 1974

Mr. Millar: O.K., Martin, tell me what you're presently doing.

Martin: Presently? Well, I'm at university at Simon Fraser, B.C., ah, on a scholarship in track and field and, ah, I'm taking - I'm majoring in, ah, kinesiology and, ah, I'm in my first semester going into my second semester. Ah, training out there for the track team and enjoying myself out there.

Mr. Millar: Well, that's terrific! Can you tell me a little bit how you were selected for the scholarship. How did that come about?

Martin: Well, originally I wrote to, ah, Simon Fraser - to Simon Fraser coach and then Vern Pletz went out there during the summer and he was talking to the coach and, ah, I was talking to some other athletes. They said the coach was a really, really good coach. Some coaches they, you know, - they want you to run really well, you know, caring not what happens after you get out of university, like. And, ah, I wrote to him and he replied, ah, a couple of months later, and when I was out in B.C. for the Canada Games I wanted to see him but I missed him.

Mr. Millar: Right. Could you tell me a little bit about your track career in just maybe the last year or two, Martin.

Martin: Ah, last couple of years. Well, about '72 I was in my better years. I ran my personal best in 100 meters - a 10.50 in Winnipeg. I was juvenile at the time. And, ah, I was fortunate enough to get picked to go to, ah, Munich for the Olympic Games. Ah, the next year I didn't run as well and I came sixth. Ah, I did, however, do well in track indoors and outdoors. And then I was fortunate enough to also get to Bermuda on the, ah, junior team.

Mr. Millar: Uh-huh.

Martin: And, ah, this past summer I, ah, - well I suffered an injury a couple of years ago and it sort of slowed me down some, but this past summer I was, ah, going into the summer I meant . . . . We usually ran around, you know, the early summer and I didn't start to perform very well until the very end and proved all right because, ah, the last meet of the season was the National Championships, and then I ran one of my best races of my life and I was - I was really satisfied, you know, in the summer. This summer I just trained a little different, and that made a difference. It finally paid off. And, ah, I managed to run another 10.5 this past summer and it made my year! (Laugh)

Mr. Millar: Out there you mean, or here?

Martin: Ah, I ran it, ah, in Toronto. And, ah, let's see.

Mr. Millar: That's outdoor now?

Martin: Yeah, this is outdoor.

Mr. Millar: Right, yeah.

Martin: Indoor I did all right. I was selected on the basis of indoors to go to Bermuda. It was a good indoor season. (Laughter)

Mr. Millar: In Bermuda, was that a training situation?

Martin: Yeah, they had, ah, - it was a nine-day trip. You had - the national coaches were there. You had 30 athletes, ah, 15 boys, 15 girls, and then we had - there were four coaches along.

Mr. Millar: Uh-huh.

Martin: And it was - they had a track meet at the end of the meet but it wasn't, you know, - the coaches stressed that this was just a training camp and performances didn't count. Which is fortunate for me. (Laughter) I wasn't running so well.

Mr. Millar: Uh-huh.

Martin: But, ah, I was - and then after the end of the, ah, season, I flew to the Pan Am trials which - the selection is based on the performance of the National Championships in Winnipeg where I ran well. I was selected out of 105 people who were under consideration for the Pan Am Games. And they had - like right now down in the training camp in Phoenix, Arizona.

Mr. Millar: Yeah.

Martin: And, ah, since there's no, ah, - the Games have been cancelled.

Mr. Millar: I see.

Martin: It was supposed to be in February but they cancelled the Games. And they move now to October so the training camp - they still put the training camp on. All arrangements were made and, ah, I figure there's no point in going.

Mr. Millar: You could have gone, of course?

Martin: Yeah. The B.C. government was going to pay my way. They picked 50 athletes - national athletes - and they're sending them down too. And the other provinces were going to send, ah, their athletes as well. I was the only one in B.C., (Laughter) you know, who was on the list.

Mr. Millar: Right.

Martin: And, ah, so now I'm just training for, ah, past seasons were very successful.

Mr. Millar: Great! Now, if we can just look ahead maybe a few years at Simon Fraser. What - sort of, what do you see for yourself there?

Martin: Uhmm . . . I see a lot of competition from, ah, a lot of good people, like. There'll be new competition and good change from, ah, - yeah. Coaching out there is really great. We have the national sprint coach out there which should help.

Mr. Millar: I think Lionel Pugh's out there, is that correct?

Martin: Ah, Lionel. He's at UBC. The national sprint coach is there. And he's, ah, - well he will be there, ah, coaching. He has - he's conducted one clinic out there so far.

Mr. Millar: Uh-huh.

Martin: He hasn't much - he hasn't had time though. He went to Japan - he's travelling all over the world. He gets invited on these. One of the foremost experts in sprinting in the world, so . . .

Mr. Millar: You're very fortunate to have him.

Martin: Yeah.

Mr. Millar: Somebody like that.

Martin: Well, this year with him around and good weather and the facilities, which are a little better than Kenora (Laugh), ah, it should really help. Yeah. As for the future, I just hope to make the, ah, - this coming September I'm gonna try anyway to make the world student games. They're in Belgrad, Yugoslavia, and then in October they're sending me there, like, to make it for the, you know, - for the Pan Am Games in Mexico.

Mr. Millar: In Mexico, eh?

Martin: Yeah. Yes, Mexico.

Mr. Millar: That's terrific! Have you been in Mexico before?

Martin: No, I haven't and I'd sure like to be there. (Laugh)

Mr. Millar: Right. Right.

Martin: I may go down with the track team. One of the advantages is that you travel a lot. We're going down to Oregon - like the end of this coming semester.

Mr. Millar: Uh-huh.

Martin: And during April they, ah, - I'll be flying with them - like the exchange group that could possibly go down to Mexico if we can find the transportation. And we can look at the facilities, which should help me.

Mr. Millar: This is really a peak time for you, isn't it, in your - your life, I think. What are you, 19 or 20 now?

Martin: I'm going on 20 now.

Mr. Millar: Right.

Martin: Ah, well, not really. I'm looking forward to, ah, another five years before I really get to my prime, I hope.

Mr. Millar: Right. Let's think academically for a minute. You mentioned kinesiology, right?

Martin: Yeah.

Mr. Millar: That's the science of muscles, is that correct?

Martin: Yeah, ah, human body motion.

Mr. Millar: Human body motion.

Martin : Yeah.

Mr. Millar: That fits right in, of course, with - with your track work.

Martin : That's right. Yeah, I have - I took one course this past semester which really, really helped--

Mr. Millar: Uh-huh.

Martin : --you know. You know, you think you know quite a bit but there's, ah, a lot of practical knowledge in class. You go to the gym and you work out and, ah, it's very educational. And this was just the lower level class but - the upper level classes I'm hearing are pretty difficult. You know, I'm intrigued by them anyway.

Mr. Millar: Yeah, I can see where the practical has helped you because I think you've developed quite a bit since I've seen you last. That is, your shoulders and arms--

Martin : Yeah.

Mr. Millar: --you know. It shows up in that sweater, you know.

Martin : Yeah. (Laughter)

Mr. Millar: Must be a new Christmas present.

Martin : No, it's from last year.

Mr. Millar: No.

Martin : Last year's Christmas present. (Laughter.) Yeah.

Mr. Millar: No, I can see where that's probably helped quite a bit.

Martin : Yeah.

Mr. Millar: Yeah.

Martin : Oh, yeah. It's - you just learn a little more about yourself and it helps out a lot.

Mr. Millar: What do you see happening at the end, that is when you're finished at Simon?

Martin : Well, there's, ah, three ways to go. That's the way I look at it. I could go into Phys. Ed.--

Mr. Millar: Uh-huh.

Martin : --or, ah, Phys. or rehabilitation--

Mr. Millar: Oh, yes.

Martin : --ah, rehabilitation, physiotherapy or something like that--

Mr. Millar: Uh-huh.

Martin : --or into recreation and organizational affects. I'm not too clear right now. I'm just gonna see how everything works out, you know.

Mr. Millar: This is just your first semester anyway--

Martin : Yeah.

Mr. Millar: --you've just completed?

Martin : Yeah, finished. (Sigh)

Mr. Millar: Right.

Martin: One down!

Mr. Millar: You did Grade 13 here, then, at Lakewood?

Martin: I sure did.

Mr. Millar: That was last year, of course?

Martin: Yeah. That really helped too, you know.

Mr. Millar: Right. To have that extra year, eh?

Martin: Yeah.

Mr. Millar: For people in B. C. can go after Grade 12, Murray?

Martin: Yeah.

Mr. Millar: Right.

Martin: Right after Grade 12.

Mr. Millar: That's right.

Martin: Yeah.

Mr. Millar: Yeah. So that extra year is sort of a maturing kind of year?

Martin: Yeah, it's an advantage.

Mr. Millar: It's important, eh?

Martin: Yeah.

Mr. Millar: Yeah.

Martin: I found it an advantage anyway.

Mr. Millar: O.K., let's move on, Martin, and we can bring in the track as you see fit as you go along here. What do you enjoy doing, you know, in your leisure time?

Martin: Leisure time! (Laughter) Ah,

Mr. Millar: If you have any. (Laugh)

Martin: Oh, I have - leisure time I do have, ah, - in school there's not very much. Sometimes on the weekend you go to a movie. I enjoy music. Ah, I used to play a guitar but, I don't know, three years ago I stopped that. I just didn't have time. And, ah, I watch TV as usual, if I have the day off.

Mr. Millar: Yeah. Uh-huh.

Martin: Ahhh - but, ah, - and I like reading some, not too much - but interesting books.

Mr. Millar: Uh-huh. What kind of books, if I may ask--

Martin: Ah--

Mr. Millar: --do you like to read?

Martin: --ah, well, let's see. Sports, ah, some science fiction, not, you know, too much of that. Ah, I don't know, some - just something that's appealing, you know.

Mr. Millar: Uh-huh.

Martin: If I hear it's a good book, well, you know, I'll take a look at it.

Mr. Millar: I think I know the answer to this question but I'll ask it anyway. What do you enjoy doing with other people?

Martin: Ahhh, (Laughter) That's really an unusual one, isn't it? Just socializing, ah, - it's really good.

Mr. Millar: You've met a lot of friends out there - a lot of people?

Martin: Yeah, there's, ah, quite a few people I know now. When I went out there, there was only a couple of relatives, but now - the track team is really close, you know. They're really a good, you know, group of boys.

Mr. Millar: How many would there be on that track team then?

Martin: Ah, the total team I hear is around 30. And so far I've only seen about maybe 12, if that.

Mr. Millar: These would be the real keeners then and those that would be on scholarship, I would think.

Martin: Ah, yeah, there - well there's only, ah, I think there's only five, I think - ah - I think there's seven on scholarship for track.

Mr. Millar: Uh-huh.

Martin: And, ah, there's quite a few girls too up there.

Mr. Millar: O.K. Just backtracking a little, ah, - I'm wondering about your scholarship. Now that, of course, pays for your tuition?

Martin: Yeah.

Mr. Millar: And is there anything else besides that?

Martin: No, just that - that covers just the tuition fee. At a, ah, American university they cover - they pay for the full ride.

Mr. Millar: Yeah.

Martin: Very nice! (Laughter)

Mr. Millar: Right.

Martin: Really good, but they just pay your scholarship.

Mr. Millar: O.K. Does that include text books, that kind of thing?

Martin: No. No, just that. It's $227 and that's all I get. (Laugh)

Mr. Millar: That's the tuition, like, eh--

Martin: Yeah.

Mr. Millar: --for that semester--

Martin: Yeah.

Mr. Millar: --or the full year?

Martin: Each semester, yeah, it's $227.

Mr. Millar: O.K.

Martin: And so you just don't have to pay it. (Laugh)

Mr. Millar: Will you go three semesters or two?

Martin: Ah, two, but, ah, depending upon, like the track season. If I do well this summer and get selected for those teams, then I won't go to school next fall.

Mr. Millar: Uh-huh.

Martin: I'll pick it up in, ah, in January and the Olympics will be around then as well. After that, I'll have to go three years - six semesters - one right after the other.

Mr. Millar: Right. So actually you could do three years? Is it a 3-year program or four?

Martin: Ah, it's 4 years but you could get away with three.

Mr. Millar: As a long range sort of thing, Murray, do you see Montreal as a possibility?

Martin: Ah, just a remote possibility.

Mr. Millar: Why remote?

Martin: There's - well - well I'm only in 100 meters and it makes it difficult because there's, ah, you know, more than a year between now and then and I'll be training hard and any injuries I incur, as well as, ah, the other fellows. Like it's highly competitive, you know. Everybody - everybody at one time is a sprinter. And it makes it very difficult to predict that, you know, ah - in the trials, ah, you'll have to be running just great to get in there. During the Olympics, everybody tries to make it in there, you know, and, ah, it will be very difficult.

Mr. Millar: You used to run the 200?

Martin: Yeah, I still do. (Laugh)

Mr. Millar: But that's not your specialty.

Martin: But, ah, since I've been running against other fellows that have been leaving me behind (Laugh), I can't, ah, - well I mean I'm working on my 200, like this last summer, last fall - I'm enduring.

Mr. Millar: Uh-huh.

Martin: And next year I'm going to improve it quite a bit, you know, in the season. It's, ah . .

Mr. Millar: What are you running now - 20, 22, 21?

Martin: I was - my fastest last year was, ah, 21.9, and the year before it was 21.7. So it's fairly slow compared to my 100 meter.

Mr. Millar: Uh-huh.

Martin: It's really - it's pretty poor. (Laugh)

Mr. Millar: Are you finding your size, ah, that is your shortness - I'm thinking of a detriment to your running?

Martin: No.

Mr. Millar: In the 200 I'm thinking of especially.

Martin: In the 200, ah, yeah, I'd say it is.

Mr. Millar: Because there are a lot of tall fellows, I would think, who are--

Martin: Yeah.

Mr. Millar: --may have a - an advantage.

Martin: Yeah, advantage. Ah, eventually though, I don't think it will over the long range if I can lengthen my stride, like.

Mr. Millar: Uh-huh.

Martin: That's my problem even in the 100 meters. My - my stride is--

Mr. Millar: Fairly choppy?

Martin: --is still too short. Yeah. Like it's lengthening but towards the end you have to change your - your stride and your style and that's what I have to work at now. But eventually I don't think there's - well, there's one fellow from Italy. He's really short. His stride is fantastic. He just, you know, - the size doesn't mean very much. (Laugh)

Mr. Millar: Oh. Uh-huh.

Martin: When it comes down to that.

Mr. Millar: It's the stride, then, that you've--

Martin: Yeah--

Mr. Millar: --gotta get out and work on.

Martin: --and your style. If you can handle that, why you can't fail and you can travel.

Mr. Millar: O.K. Let's move on then here, Martin. Let's think of your family for a minute. Do you have any brothers or sisters?

Martin: No.

Mr. Millar: So I can't ask you how you get along with your brothers and sisters?

Martin: I don't think so. (Laugh)

Mr. Millar: It's not too appropriate. Let's think of your Mom and Dad for a minute. Generally speaking, how do you get along with them?

Martin: Really well. I have no - no problems with them at all. They're just great, you know. They, you know - as far as track goes, they go out of their way, you know. I started off doing fairly well and, you know, I'd have them driving to track with me. They'd come out and give me a little coaching now and then, you know. And as I got a little better, you know, and when they saw I was interested in it, they really encouraged me to continue.

Mr. Millar: Uh-huh.

Martin: No problem at all!

Mr. Millar: So I think you're saying that they've really helped you--

Martin: Yeah.

Mr. Millar: --and they've been very important?

Martin: Yeah. If it wasn't for them, you know, I wouldn't have gone half as far as I have now.

Mr. Millar: Uhmm. So, of course, what feelings do you have?

Martin: Very kind - I love 'em. (Laughter) They're really great! (Laugh)

Mr. Millar: I'm wondering how your friends perceive you. That is, what do they think and expect of you?

Martin: I - I don't rightly know. I talk to them. I think they - they expect me to go a long way as far as track goes, and be successful.

Mr. Millar: Do you think they have any other kinds of feelings, ah, besides, you know, expecting a lot of you in a physical way? You know, I'm thinking because you have done very well for your age.

Martin: Yeah.

Mr. Millar: You're 19 almost 20?

Martin: Yeah.

Mr. Millar: They must have other kinds of, ah, you know, feelings towards you too. I'm just wondering if you've felt them, Murray?

Martin: Ah - not really.

Mr. Millar: Nothing, eh?

Martin: No.

Mr. Millar: O.K. (Pause.) How do you think your parents perceive you? We just talked about, you know, friends a little.

Martin: Ah . .

Mr. Millar: How about your parents - how do they perceive you?

Martin: I don't know. They - they - well they're sure I'm going to be successful. You know, they're really confident and they, ah, you know, - they know that if I put my mind to something I usually succeed. They, ah, - I don't know. They expect me to do well, you know.

Mr. Millar: What if you don't do well?

Martin: Ah, well, they'll, ah, - you know sometimes you run a bad race or do poorly in school. They'll say well, you know, I want to talk to you. Well, what's the matter, you know. And, you know, they try to sort it out with me, eh? You know, they're very considerate that way.

Mr. Millar: Uh-huh.

Martin: They don't really put pressure on me really, you know. But if it gets really bad, you know, they'll say well, you know, if your marks go way down, well you can't go to that track meet, you know. You have to study, you know.

Mr. Millar: Right.

Martin: You know, either you study or you don't go.

Mr. Millar: So they're understanding but they do seem to apply a bit of pressure.

Martin: Yeah. You know, it's for your own good, you know. It's not because they're trying to - they're not out there to get you, you know. (Laughter)

Mr. Millar: No. No. Now, what is it about your closest friend that you really admire?

Martin: Uhmm . . the way he respects me. Ah, he really, ah, - he's, ah, - he really thinks a lot of me and he, you know, - and he, ah, - he's very, very close, and, ah, he really likes me. (Laugh) And he's, ah, . . .

Mr. Millar: Why do you think he likes you or respects you?

Martin: Yeah--

Mr. Millar: I think that was--

Martin: --it's respect.

Mr. Millar: --the first comment you made.

Martin: Yeah, respect is. I don't know, I think he always looks up to me more or less, you know. And, ah, . . .

Mr. Millar: As a kind of model?

Martin: Yeah. And, ah, I sorta do things like fool around like, ah, - training, like you know, is more or less an automatic thing, you know. And he told you it's of value, just go out and do it, you know, - perseverance sort of idea.

Mr. Millar: Uh-huh. And sounds like self-discipline too--

Martin: Yeah.

Mr. Millar: --on your part.

Martin: Yeah.

Mr. Millar: And you've learned that.

Martin: Uh-huh. And I really respect that.

Mr. Millar: Now, thinking back again, Martin, in your education. Has your education in school been meaningful to you? And if so, how has it been meaningful?

Martin: Ah, like from high school and everything, right?

Mr. Millar: Yeah, I guess high school and elementary really--

Martin: Yeah, ah, . . .

Mr. Millar: --unless you want to separate them.

Martin: Ah, let's see. Yeah, I'd separate them. Elementary, ah, - let's see - to me was school. I always - I went to school because they always had field days.

Mr. Millar: (Laugh)

Martin: Yeah. Yeah, I really - I went every day - every year of that track meet or something, you know, and I really looked forward to that.

Mr. Millar: Uh-huh.

Martin: And, ah, . . .

Mr. Millar: This would be the upper end of elementary, or right through?

Martin: Ahhh . . .

Mr. Millar: Can you remember?

Martin: It was from Grade 4 on. I always, you know, - I really looked forward to that day. And, ah, in high school, I . . .

Mr. Millar: Why did you look forward to that day?

Martin: Oh, I - well, I always did well. And I really enjoyed myself. You know, it was my day to do well, you know. I really wasn't too smart in school, you know. I wasn't an A student, you know. About average. I always could excel, you know - one day that I knew I could do well, you know.

Mr. Millar: (Laugh)

Martin: Well, sometimes we had two days which made my year. (Laugh)

Mr. Millar: Uh-huh.

Martin: And, ah, then I went to high school. Ah, high school was, ah, more meaningful, you know. Ah, I met a lot more people and get a lot more travelling, you know. There were more teams and you're, you know, working together like.

Mr. Millar: Uh-huh. Right. What teams, Martin, did you play on?

Martin: Well, I was on a floor hockey team or, you know, the track team and basketball, you know, - intramural, of course - and, you know, then the classes as well, you know, working together.

Mr. Millar: Uh-huh.

Martin: And, ah, you knew who was good and you could, you know, make up a team. Ah, and then all - we did a lot of travelling as well - you know, went on trips. And it was a lot more educational. You got to meet, you know, people from different areas.

Mr. Millar: Right.

Martin: And it made a big difference. And, ah, then at the same time I was travelling, ah, with the track club, you know. And the teachers were understanding, you know. If you went away to a track meet or - you know, they'd say well where did you go this time or, you know, . . .

Mr. Millar: Uh-huh.

Martin: Like they were very understanding. Same with the teachers. They, you know, - they wouldn't be - they weren't too bad at all.

Mr. Millar: Right. So it sounds to me that your're saying what was really important to you, and meaningful, was association with other people--

Martin: Yeah.

Mr. Millar: --particularly in sport.

Martin: Yeah, right. You know, that's the way I see it.

Mr. Millar: You know, like I notice you haven't mentioned any of the subjects, like math or English--

Martin: No.

Mr. Millar: --things like that that haven't been too meaningful.

Martin: You know, well I enjoyed, ah, some classes like biology - the sciences I enjoyed, you know, ah, particularly biology.

Mr. Millar: Right.

Martin: I enjoyed that throughout but, ah, . . .

Mr. Millar: And this is what you're into now really, isn't it?

Martin: Yeah, that's what I'm into now.

Mr. Millar: An extension of that.

Martin: I will be into it after I--

Mr. Millar: Right.

Martin: --this semester. (Laugh) You know, after a few more semesters I'll be into what I like.

Mr. Millar: You will?

Martin: Yeah.

Mr. Millar: Now, how would you describe the people who have helped you - either in school, Martin, or out of school. That is, what characteristics did they display that had particular meaning for you?

Martin: Ah, let's see. Ah, mostly that I highly respect them and I looked up to them - they were more or less leaders. And, ah, at the same time, they're, ah, very, very human - they're understanding, you know - they, ah, ah, . . . You know, if they saw you had problems, they'd, you know, ask, you know, and, ah, they'd talk to you about it. And, ah, they had - well I'd say they'd be, ah, friendly. You know, usually they'd be - you know, they'd be fairly easy to talk to.

Mr. Millar: Yeah. That's the human part--

Martin: Yeah.

Mr. Millar: --that you mentioned.

Martin: Yeah. And, ah . . . ah . . . that's about it.

Mr. Millar: This next question is very similar, Murray, and you can answer it the way you wish. What kind of people do you admire, and why?

Martin: Ah, I admire people that, ah, are self-sufficient. They're, you know, - they have a goal in life and they go out and work at it and get, you know, - it doesn't matter how they go about it.

Mr. Millar: Uh-huh.

Martin: And, ah, let's see. (Pause.) Ah, that they be talented.

You know, that they have been fairly intelligent. Ah, well adaptable to different situations. And . . .

Mr. Millar: Flexible at it, it sounds like.

Martin : Yeah. You wouldn't be too rigid--

Mr. Millar: Uh-huh.

Martin : --because, ah, you wouldn't get too far.

Mr. Millar: Right.

Martin : And, ah, they'd be understanding--

Mr. Millar: Right.

Martin : --and, ah, considerate.

Mr. Millar: O.K. Now, do you think those qualities, if I can sum them up, you know, kind of this way, Martin. You mention you think of people that you admire can be self-sufficient; they should be self-disciplined--

Martin : Right.

Mr. Millar: --ah, should be understanding and flexible.

Martin : Yeah!

Mr. Millar: Do you think these qualities apply to you?

Martin : Yeah.

Mr. Millar: O.K. Now, you know it's - it's easy for us to be - to become wrapped up, you know, in ourselves, Martin--

Martin : That's true.

Mr. Millar: --and not to be too aware of what is really happening, you know, in the world.

Martin : Yeah.

Mr. Millar: In your view, what are some problems in society that should concern us all?

Martin : Problems in society? Ah . . .

Mr. Millar: Problems around us that you see.

Martin : Well, the racial problem, I'd say. It's, ah, - I don't see, you know, really why there should be a racial problem, because there's really no difference between us. The, ah, different cultures, you know, clash but because of cultures we get racial problems.

Mr. Millar: Uh-huh, Uh-huh.

Martin : And, ah, . . . ah, . . .

Mr. Millar: Maybe you see it in track. I'm wondering if you see it with the negroes and the different races that you see running with you and against you. Do you see any kind of discrimination there?

Martin: Ah, not discrimination that I'd see, ah, - like, ah, there's no, ah, - well, at the university there's intermingling among the athletes, you know, regardless if you're black or white. But, ah, in some places, like down in Toronto and other major centers, I find that, ah, the black athletes tend to congregate together, you know. And, ah, I really don't think that's right, you know, but that's the way it is.

Mr. Millar: Right. It's the way it is. I wonder what we can do about that.

Martin : If . . .

Mr. Millar: Well, I agree with you that's the way it seems to be.

Martin : Yeah. If, ah, - I don't know.

Mr. Millar: I wonder if that's bad actually.

Martin : Ah . . .

Mr. Millar: You know, I think black like to associate with their own kind.

Martin : Well, there's nothing wrong with that really, you know, but they don't associate with other groups as well. Then they're in (Laugh) quite a fix. (Laugh)

Mr. Millar: O.K.

Martin : You're not - then you're - like you're not too flexible. (Laugh)

Mr. Millar: That's right.

Martin : You know, you're just narrow minded, rigid. You figure, you know, you're right and that's all there is to it. It doesn't matter about the other fellow. And, ah, - ah, well, you know, social problems. We've got over population and, ah, it's, ah, - that's a problem. (Laughter) Yeah, but what can you do, you know.

Mr. Millar: Where do you see that, you know, ah . . .

Martin : Well, in the underdeveloped countries. You know, there's no education system there, or . . .

Mr. Millar: Or if there is, it's inadequate and very poor.

Martin : Yeah, very poor. And there's no, you know - and level of civilization does not exist. Most of them. If you're uneducated, you're low on the civilization scale which, you know, . . .

Mr. Millar: Uhmm.

Martin : And yet cultures are rising out of that.

Mr. Millar: What seems to be the key, then, really to overcoming things like the social problem, the racial problem, and overpopulation?

Martin : It would be education. I suppose educating the people to, ah, live together and understand each other.

Mr. Millar: What do you expect - well, we kind of touched on this before but - what do you expect to do with your life, and why?

Martin : Ah . . .

Mr. Millar: More of that long range kind of thing, Martin, rather than the short range we've been talking about.

Martin : Uhmm . . . what I want is, ah, always - I like to live to the fullest, ah, want to enjoy myself, want, ah, to have the feeling of accomplishing something at the same time, you know, as enjoying yourself, you know. You know, just sitting around doing nothing all the time, you say well that was just great, you know.

Mr. Millar: (Laugh.) The Archie Bunker Syndrome!

Martin : Yeah. You know, you just sit back and, you know, have a beer or something (Laughter) and say this is great, you know, but I don't think that is living.

Mr. Millar: Uh-huh. That's existence, eh?

Martin : Yeah, you just, you know, feel in a daze. And, ah, I like to, ah, travel around, you know, to see and getting to know different situations - not just the same old routine when you wake up, go to work, come back, and--

Mr. Millar: Uh-huh.

Martin : --watch TV, go to sleep, get up - the same old routine.

Mr. Millar: But don't you find yourself getting into a routine now at the track - like getting up, training, studying, to bed? Same thing next day.

Martin : Yeah, ah, . . .

Mr. Millar: Isn't that a routine?

Martin : Yeah, for about - for the first part of the semester it has been, but it's going to change. (Laughter) Definitely, like we'll be travelling a lot, you know. And, ah, you have to have some sort of routine that, ah, - like for - for the long term - like I don't want to do that for the rest of my life. You know, I want to maybe for 4 or 5 years, six years of my life I wouldn't mind being an athlete, but I want to be something else after that, you know. (Laugh)

Mr. Millar: Uh-huh.

Martin : And maybe 10 years later do - you know, do something else. Just to move around.

Mr. Millar: Right. Change, then, is important, eh?

Martin : Uh-huh. Right. I don't want to, you know, stay in one place too long, you know.

Mr. Millar: How would you like to work in the mill, now, for the rest of your life?

Martin : I wouldn't do that at all. (Laugh) No way! (Laughter) Just, you know - I think it's - I couldn't do that, you know. After travelling around and seeing what the world has to offer, it's, you know, - it's a shame to stay in one place all your life, I think.

Mr. Millar: Uh-huh.

Martin: You know, it seems like a waste.

Mr. Millar: You feel, then, that your generation has had this advantage over, ah, let's say, your parents' generation, Martin?

Martin: Oh, yes! There's no doubt. The travelling that my parents have done - from here to Winnipeg - ah, you know, when they were children was really a big trip. But now with technology and everything, it's really made a difference. It's made some difference, you know. You can go anywhere you want, really, if you have the money. (Laughter)

Mr. Millar: Right.

Martin: Even if you don't, you can hitchhike, you know.

Mr. Millar: Right, yeah.

Martin: It doesn't take really all that much to see the world.

Mr. Millar: So really you're saying in a sense that the world is at your feet gauged by your ability.

Martin: Yeah.

Mr. Millar: Yeah.

Martin: Yeah, and if you have the ability . . .

Mr. Millar: And the ambition. That's another thing.

Martin: Of course.

Mr. Millar: And perserverance, if you like.

Martin: Yeah. You know, if you want to. Some people like, you know, to stay - stay where they are. They're, you know, safe and they're - they enjoy themselves, you know. It depends what you like, you know. You know, what you want from life.

Mr. Millar: O.K. What are some things that you value in life?

Martin: Value?

Mr. Millar: That you prize.

Martin: The main thing I prize is, ah, - is my health. Because it's the - it's all depending on you, you know - your health. Nobody can take your health away from you, really, you know. Unless, you know, they (Laugh) hit you in the eye or something, but . . . Ah, something you work for, you know. It's not - you know, borrowing health is like - it's up to you to maintain your - your health. If you don't, well, you know, it's - it's your tough luck, you know. Some people - well that's what I prize. And, ah . . .your health, ah, - that includes freedom of sickness from sickness. You see so many people that are, you know, crippled because of, ah, diseases --polio, suffering from, ah, TB.

Mr. Millar: Right. Does health mean more than that to you? You mention freedom from disease.

Martin: Yeah, right.

Mr. Millar: That is a form of health.

Martin: Yeah.

Mr. Millar: But yet there are a lot of people that are free from TB and other kinds of diseases. And yet, they don't seem to be that healthy.

Martin: Yeah.

Mr. Millar: What are some of the other, I wonder, components of health? Other than just freedom from disease.

Martin: Ah, well, ah, . . . you have to be, ah, - well your environment - the way you're living has to change or else you'll get into this syndrome where you're living from day to day and you just, you know, get dull or you rust.

Mr. Millar: Right. Let's call that the Archie Bunker Syndrome!

Martin: Yeah, O.K. (Laugh)

Mr. Millar: It's something like that, right?

Martin: Yeah. And, ah, it dulls your senses. Ah . . . if you're not, ah, - well it depends. If you don't enjoy what you're doing, you, ah, - you're bored and just, you know, living - you know, doing your work or something.

Mr. Millar: Now, you would consider yourself healthy?

Martin: Yeah.

Mr. Millar: Yeah. That your body is strong?

Martin: Yeah. Physically and mentally.

Mr. Millar: Right.

Martin: Hopefully. (Laughter)

Mr. Millar: Right. That's the part that you haven't touched on, really is the mental aspect, although you have - you talked about the Archie Bunker Syndrome.

Martin: Yeah.

Mr. Millar: Getting into a rut and sort of coming home and having a beer and watching the TV--

Martin: Yeah.

Mr. Millar: --and yelling at the wife, eh?

Martin: Yeah.

Mr. Millar: That's a part of the mental . . .

Martin: Yeah. And, ah, well, I'd be interested in other things besides, you know, just working. You know, like you got to enjoy yourself at the same time. It's all right to work and, you know, train all your life and you won't - you won't enjoy life unless . . .

Mr. Millar: That's all you know.

Martin: Yeah, you know. So it would be interesting like this. One thing I'm trying to do, like getting interested in other things now rather than, you know, just running track. That's all I've did for, you know, ah, (Laugh) - for the past, you know, 8 or 9 years. You know, that's - you know, it's all right to a certain point but you should go beyond that. You don't know what you're missing in life really. Just go out and to to a good show and you read a book sometimes, you know. Ah, well, talk to other people, you know. The, ah, - you, ah, - your range in knowledge - you know, it's better to be able to talk to people, you know, about different things rather than go around the track for the rest of your life, you know.

Mr. Millar: But I think you'd agree that it's important to - to become narrow if you like, like you have in the sense in track.

Martin: Yeah. To specialize in something.

Mr. Millar: Right. And yet be open and flexible--

Martin: Right.

Mr. Millar: --and understanding in other areas too.

Martin: If you're too narrow minded, everything passes you by. That's if you . . .

Mr. Millar: Are able to flow around, to move around.

Martin: And able to communicate with others. It makes a difference.

Mr. Millar: Right. Now, what are some things, Martin. that make you angry or frustrate you, or irritate you?

Martin: Ah, let's see - that's easy. (Laughter)

Mr. Millar: Go ahead. Start anywhere you wish.

Martin: Writing a biology exam. (Laughter)

Mr. Millar: Right.

Martin: Lab exam - that's frustrating. After studying for it--

Mr. Millar: Uh-huh.

Martin: --getting questions that - you just, you know, put so much work into it and when it comes down to it, not knowing it or not, (Laugh) you know. And, ah, well it doesn't matter how much studying you put into it. It's something that, ah, - well, it's kind of, ah, - like it's a lab exam - it's two types, like. You can go into, ah, - into a lab and like, ah, little booths you go to, or you have an oral exam.

Mr. Millar: Yes.

Martin: And I don't think they're fair. (Laughter)

Mr. Millar: Why not?

Martin: Because I just can't handle that kind of, you know, pressure. You know, some people can - they just thrive on it, you know.

Mr. Millar: On the oral aspect?

Martin: Yeah, right. And I just crumble. (Laugh) You know, they just shoot the questions at you and if you don't know really, really well - even if you do know it - you know, to express yourself I find is difficult.

Mr. Millar: And I don't think you're one to make up an answer - to try and flub it.

Martin: No, no I'm not. If you know it, you don't, you know, guess and try but, you know, it's not likely to work out all the time. But trying doesn't hurt. (Laughter) But, ah, . . .

Mr. Millar: So do you have oral exams out there? Is that what you're saying, Martin ?

Martin : Yeah. And, ah, it's worth so much of your mark too. (Laughter) You know, and you're doing really well at something and ya go and bomb it.

Mr. Millar: What percentage might that be?

Martin : It's, ah, 25%.

Mr. Millar: Uh-huh.

Martin : And, ah, it's hard on your marks. (Laugh) And, ah, - oh, let's see. Oh, in frustration. Uhmm, when you're, ah, - when you're working for a certain goal and, ah, something that's, ah, not - you have no control over comes along and, you know, get injured or, ah, somebody tells you the wrong time or - with the race or something, you know. Or you have an exam and, you know, you forget about it, you know. You're saying you're really keen for it and then you miss it, well, ah,--

Mr. Millar: Uh-huh.

Martin : --it gets frustrating. And, ah, you know, you put so much work into it. You know, and sometimes it's your own fault. Usually, you know, when it's not your own fault, it's the most frustrating.

Mr. Millar: O.K. You mentioned you don't have any control over some of these things, or it's difficult to - like in an injury. You have a lot of control over that, I would think--

Martin : Yeah, and you--

Mr. Millar: --and the training aspect.

Martin : --start blaming yourself.

Mr. Millar: Right.

Martin : Yeah, for being so stupid.

Mr. Millar: Right.

Martin : You know, you should have done this and you should have done that. You know better than that, you know.

Mr. Millar: So there's a lot of internal talking, eh, to yourself--

Martin : Uh-huh. Yeah.

Mr. Millar: --in a situation like that?

Martin : Yeah, I just - we know better than that, you know.

Mr. Millar: Uh-huh.

Martin : But, ah, we're doing badly on these tests - exams, you know. The minute they asked me, I couldn't do it.

Mr. Millar: O.K. (Pause.) O.K., just for the fun of it, Martin. If you were an animal, what animal would you be?

Martin : Ha, an animal! Ah, let's see. Ahhh . . . an animal?

Mr. Millar: Don't think too deeply. Just what kind of animal do you think you'd be?

Martin: A bird.

Mr. Millar: Why?

Martin: Ah, they're free. You know, they can - they travel all over the place and they're, ah, - their range is - they travel around, ah, - they're flexible, (Laugh) you know.

Mr. Millar: In that they can move, you mean--

Martin: Yeah.

Mr. Millar: --very soon?

Martin: Yeah. And they're self-sufficient and they, you know, - they make the thing, ah, they want. Some birds are lazy and they don't make much (Laughter) out of themselves and others, you know, are industrious and others . . .

Mr. Millar: So you'd be the industrious bird?

Martin: Right. Well, . . .

Mr. Millar: What kind of bird?

Martin: I don't know. (Laughter)

Mr. Millar: You know - The Birds. (Laughter)

Martin: Just be a bird. (Laughter) Any kind. (Laugh)

Mr. Millar: O.K.

Martin: Well, ah, maybe a - I don't know - a big bird.

Mr. Millar: Big bird. (Laugh)

Martin: Yeah. (Laugh)

Mr. Millar: It sounds like Sesame Street!

Martin: Sure. (Laughter) You're safe then if you're big, and, ah, - I don't know - something like that - maybe I'll be an eagle or something, you know, - when you're up there high.

Mr. Millar: That's a respected bird, too.

Martin: Yeah.

Mr. Millar: Yeah. With very sharp claws.

Martin: Yeah, they're pretty bad - sometimes. (Laughter)

Mr. Millar: O.K., Martin. Maybe the last question, then, I'll ask is, ah, . . . if you had three wishes for yourself, what would they be?

Martin: Three wishes? Well, let's see. Well, I'd want to be successful in life, like you know, ah, - my goal in life, you know, to be successful in my job.

Mr. Millar: Uh-huh.

Martin: And, ah, I'd like to have my health and be free of, you know, any, ah, major disabilities. And, ah, - this is for me, eh?

Mr. Millar: Just for yourself, Martin. You can include other people if you want to in your wish.

Martin: Ahhh, let's see. (Long Pause.) Ah, to educate the world I think.

Mr. Millar: To help educate them.

Martin: Yeah, help educate them. (Laugh) To solve a lot of the problems.

Mr. Millar: So, in your way whatever you become when you finish you'd help to educate people from that vantage point--

Martin: Yeah, right.

Mr. Millar: --that frame of reference, then whatever it might be? You know, whether it be, ah, coaching in track or--

Martin: Yeah.

Mr. Millar: --recreation.

Martin: Uh-huh.

Mr. Millar: That's right. Well, terrific, Martin! I've enjoyed asking these questions of you. Best wishes in your career.

Appendix N

Profiles of California Test of Personality (CTP) for the Case Study Subjects

California Test of Personality

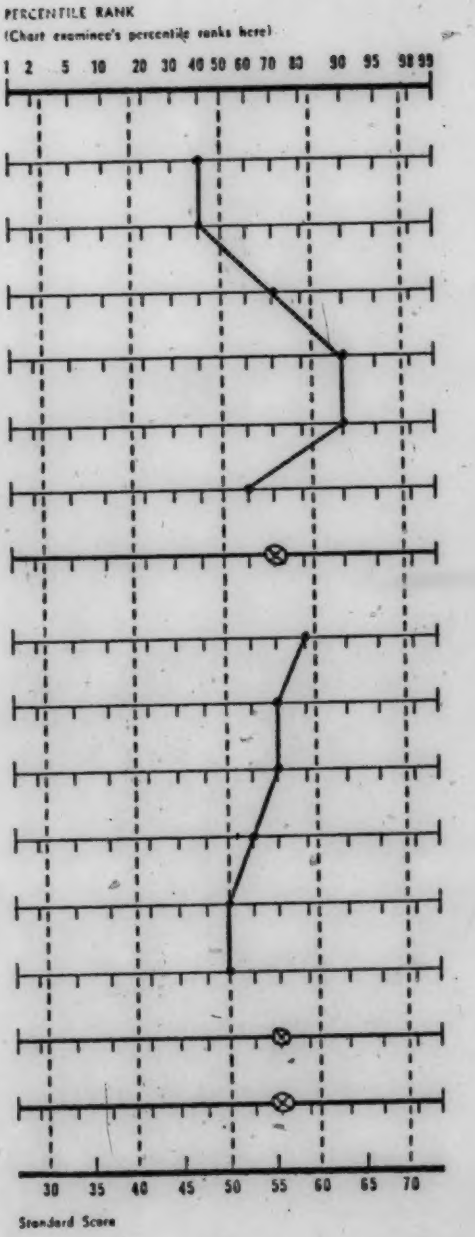
adult • form AA

DEVISED BY ERNEST W. TIEGS, WILLIS W. CLARK, AND LOUIS P. THORPE

Name B. (Last) Don (First) (Middle)
School or Organization City Kenora, Ont.
Examiner G. W. Millar ( ) Examinee's Age 19
Occupation or Grade Mechanic Sex M-R
Date of Test 12 (Month) 28 (Day) 1974 (Year)
Date of Birth 02 (Month) 17 (Day) 1955 (Year)

Test	Component	Possible Score	Examinee's Score	Percentile Rank
1. PER. ADJ.	A. S-rel.	15	10	40
	B. Per. Wth.	15	9	40
	C. Per. Fdm.	15	14	70
	D. Belg.	15	15	90
	E. Wd. Td. (Fdm. from)	15	14	90
	F. Ne. S. (Fdm. from)	15	12	60
	TOTAL (A-F)	90	74	70
2. SOC. ADJ.	A. Soc. Sn.	15	13	80
	B. Soc. Sk.	15	12	70
	C. A-s. Td. (Fdm. from)	15	13	70
	D. Fm. Rel.	15	13	60
	E. Oc. Rel.	15	10	50
	F. Cm. Rel.	15	11	50
	TOTAL (A-F)	90	72	70
	TOTAL ADJ.	180	146	70

See Manual for Instructions.



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California Test of Personality

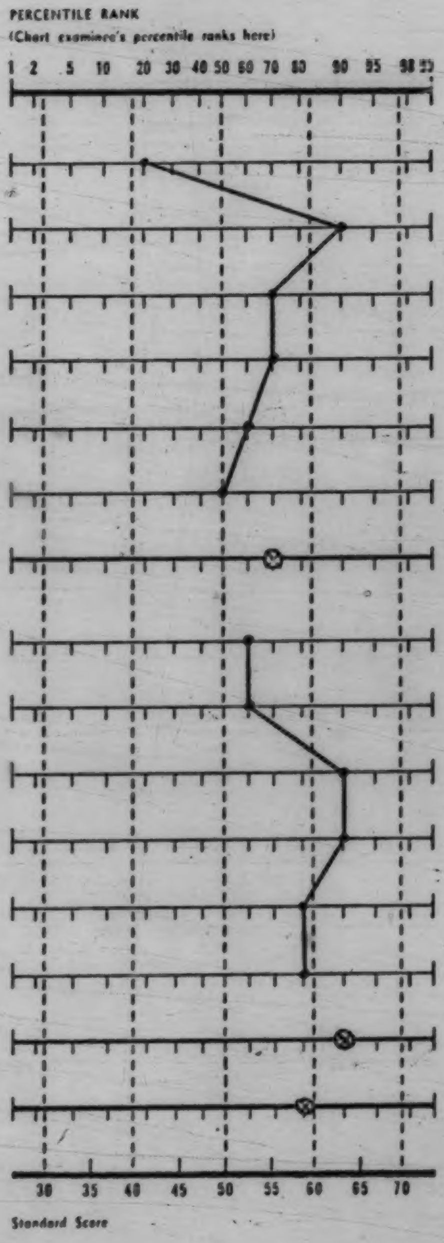
adult • form AA

DEVISED BY ERNEST W. TIEGS, WILLIS W. CLARK, AND LOUIS P. THORPE

Name S. (Last) Patty (First) (Middle)
Occupation or Grade Nurse-in-Training
Sex ~~M~~F
School or Organization Lakehead Univ.
City Thunder Bay, Ontario
Date of Test 01 (Month) 02 (Day) 1975 (Year)
Examiner G. W. Millar ( )
Examinee's Age 18
Date of Birth 06 (Month) 30 (Day) 1956 (Year)

Test	Component	Possible Score	Examinee's Score	Percentile Rank
1. PER. ADJ.	A. S-rel.	15	8	20
	B. Per. Wth.	15	13	90
	C. Per. Fdm.	15	14	70
	D. Belg.	15	14	70
	E. Wd. Td. (Fdm. from)	15	12	60
	F. Ne. S. (Fdm. from)	15	11	50
	TOTAL (A-F)	90	72	70
2. SOC. ADJ.	A. Soc. Sn.	15	12	60
	B. Soc. Sk.	15	11	60
	C. A-s. Td. (Fdm. from)	15	15	90
	D. Fm. Rel.	15	15	90
	E. Oc. Rel.	15	13	80
	F. Cm. Rel.	15	14	80
	TOTAL (A-F)	90	80	90
	TOTAL ADJ.	180	152	80

See Manual for instructions.



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California Test of Personality

adult • form AA

DEVISED BY ERNEST W. TIEGS, WILLIS W. CLARK, AND LOUIS P. THORPE

Name S. (Last) Bernice (First) (Middle)

School or Organization Brandon Univ. City Brandon, Manitoba

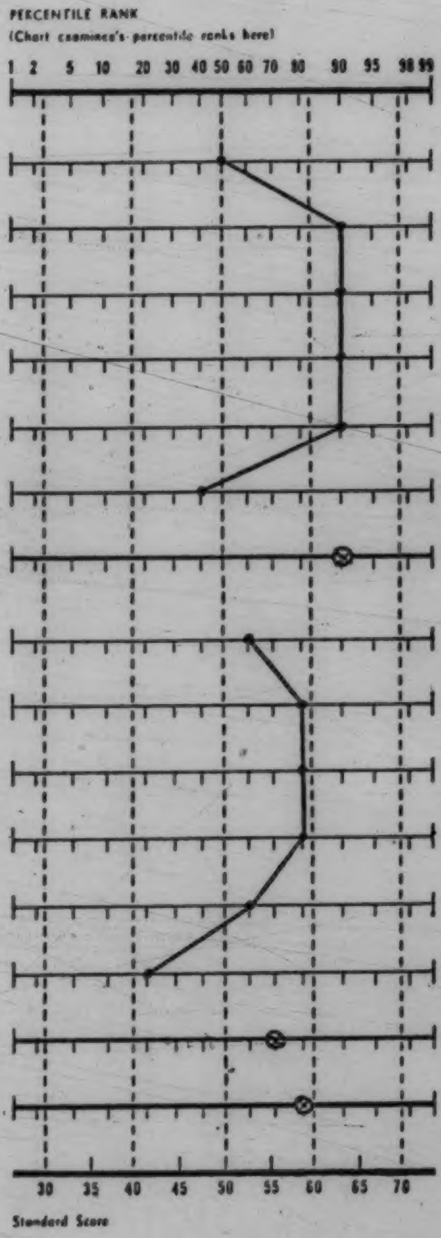
Examiner G. W. Millar ( ) Examinee's Age 19

Occupation or Grade Teacher-in-Training Sex XX F

Date of Test 12 (Month) 31 (Day) 1974 (Year)

Date of Birth 10 (Month) 09 (Day) 1955 (Year)

Test	Component	Possible Score	Examinee's Score	Percentile Rank
1. PER. ADJ.	A. S-rel.	15	11	50
	B. Per. Wth.	15	13	90
	C. Per. Fdm.	15	15	90
	D. Belg.	15	15	90
	E. Wd. Td. (Fdm. from)	15	14	90
	F. Nc. S. (Fdm. from)	15	10	40
	TOTAL (A-F)	90	78	90
2. SOC. ADJ.	A. Soc. Sn.	15	12	60
	B. Soc. Sk.	15	13	80
	C. A-s. Td. (Fdm. from)	15	14	80
	D. Fm. Rel.	15	14	80
	E. Oc. Rel.	15	11	60
	F. Cm. Rel.	15	7	20
	TOTAL (A-F)	90	71	70
	TOTAL ADJ.	180	149	80



See Manual for Instructions.

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California Test of Personality
adult · form AA

DEVISED BY ERNEST W. TIEGS, WILLIS W. CLARK, AND LOUIS P. THORPE

Name D. Martin
Last First Middle

School or Organization Simon Fraser City Vancouver British Columbia

Examiner G. W. Millar ( ) Examinee's Age 19

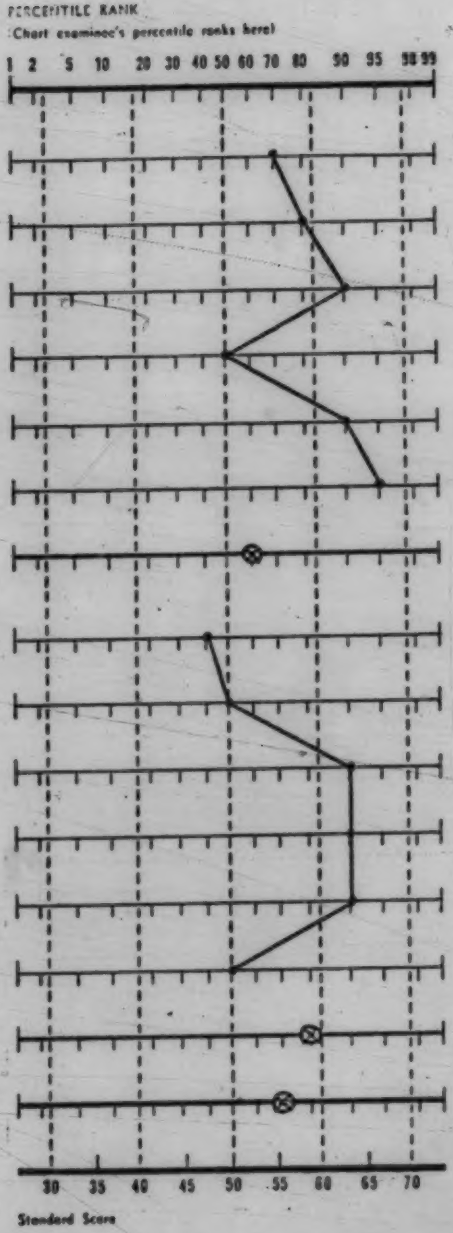
Occupation or Grade Student at University Sex MXX

Date of Test 12 30 1974
Month Day Year

Date of Birth 01 08 1955
Month Day Year

Test	Component	Possible Score	Examinee's Score	Percentile Rank
1. PER. ADJ.	A. S-rel.	15	12	70
	B. Per. Wth.	15	12	80
	C. Per. Fdm.	15	15	90
	D. Belg.	15	13	50
	E. Wd. Td. (Fdm. from)	15	14	90
	F. Ne. S. (Fdm. from)	15	15	95
	TOTAL (A-F)	90	71	60
2. SOC. ADJ.	A. Soc. Sn.	15	10	40
	B. Soc. Sk.	15	10	50
	C. A-s. Td. (Fdm. from)	15	15	90
	D. Fm. Rel.	15	15	90
	E. Oc. Rel.	15	14	90
	F. Cm. Rel.	15	11	50
	TOTAL (A-F)	90	75	80
	TOTAL ADJ.	180	146	70

PERCENTILE RANK
(Chart examinee's percentile ranks here)



See Manual for Instructions.

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Appendix O

Autobiography--A Suggested Outline

Devised by the Investigator

Autobiography--A Suggested Outline

The following topics are meant to stimulate and guide your thinking in writing about your life. Feel free to add other points of interest regarding your life not mentioned below.

A. Childhood Incidents--that stick out in your mind.

B. School Incidents--that had particular meaning for and to you.

C. Relationship with Parents and Important Incidents.

D. Relationship with Brothers and Sisters, and Important Incidents.

E. Relationship with Friends and Important Incidents.

F. Hobbies.

G. Interests.

H. Books--which book(s) has(have) had an influence on your life.

I. Important People--who are they and how and in what way have they influenced your life.

J. Critical Incidents--turning points in your life.

K. Where do you find security? What things make you feel anxious, nervous and uneasy with yourself? What things make you feel happy and at peace with yourself?

L. Goals--What did you expect to do with your life when you were younger? What goals do you hold for yourself now?

M. Values--What do you "prize" or value in your life?

Appendix P

Autobiographies of the Case Study Subjects

Autobiography of Don B.

I was born on December 12, 1955, along with my twin brother, Alan. This date is also my father's brithday and I was named after him, Donald Norman. Both Alan and I had a bad start at school. We both failed Grade 1. Not through stupidity but through laziness. This made us feel very stupid and sad at the time, but when I look at it now, I can see that it benefited us. Last year we were both honour students (as we have been all through high school) and this year Al is on his way to becoming an Ontario Scholar.

I never had a real relationship with my mother. She died when I was 7, and up to that time, like all little children, I was totally dependent on her. I can still remember her face and I can imagine her standing right here. For several years after she died, it hurt me very much to talk about her, but now it doesn't bother me. I guess I have grown up a little.

I am not very close to my father as far as communicating with him, but I love him very much. I also respect him for bringing us up the way he did. He seldom goes out but stays home and looks after us. Sometimes for his own good we send him out for the afternoon and tell him not to come back before supper. This was the first Christmas that we could afford to get him something nice and fairly expensive, so we bought him a rocker-recliner chair, which he really enjoys and appreciates.

Other than Alan, I have an older brother, Ed, who is in his final year at the University of Manitoba, and an older sister, Marg, (or "Muggsy" as we call her). She works in Thunder Bay now. I think we all get along fairly well. There is always some disagreement but it's not too serious.

My main hobbies and interests are cars, sports and women (not necessarily in that order)! I really enjoy working on cars modified for high performance, and I may "soup up" one myself. In sports, I enjoy any game or activity in which you must exert yourself.

For the final category, I am going with a very nice, good-looking your lady, who I do love. We'll see what develops from that!

I feel the turning point in my life is right now as I decide to go back to school or continue working. I think I'll go back to school, but I'm not certain yet.

I feel secure in myself. I know I have the ability to be self-sufficient if I have to be. I have friends who I can depend on for help, if necessary, or even advice when I need it.

I feel uneasy when I do something which I haven't done before and this nervousness actually helps me to do a better job of what I'm trying.

When I was younger, I wanted to be a mechanic, and now I almost am. It's the same type of work as I'm doing, and now I want to go back to school and then to university and get a degree in engineering.

The thing I prize or value most in my life is a sense of humour. There are too many people walking around without smiles on their faces. Maybe that's why I try to cheer them up.

Autobiography of Patty S.

A. CHILDHOOD INCIDENTS

There are many childhood incidents that stick out in my mind, one of the first being when we moved to Kenora. We lived over on Park Street for awhile, then moved to Pinecrest. I remember the first time I came to the house. It was so empty and all the walls were bare. In some rooms the walls were not finished. I can't remember when it was finished, but I guess within the next year it was. The first morning we lived in our new house (I think it was the first morning), I remember going outside to see my Mom in the front yard. I think I remember asking her if we would make friends here in our new home. She assured me that we would. I was about 4 years old when we moved here.

I think that I had a very happy childhood. Our family was very close when we were little. We used to go for a lot of picnics, camping trips, and other outings like that. We did everything together. We used to go on a trip every Easter. They were a lot of fun. I had a lot of childhood buddies. We played many games that required a lot of imagination. We dressed up in old clothes, built tree houses and played a lot of make-believe games. Christmas was always a very special time for me. It was always very happy and fun. My fondest childhood memories center around Christmastime and the summer.

B. PUBLIC SCHOOL

Public school was a happy time for me. There were a few bad moments but generally I look back on the years from kindergarten to Grade 8 happily. I remember when I was accelerated in Grade 1 to Grade 3. I can still hear Mrs. Cook telling the class at the end of the year. In public school, I was involved in all the usual activities, sports, and the festival, for example. I had some very good friends then, but now we have drifted apart. I still talk to them when I see them, however, but it isn't the same closeness surrounding these friendships as there once was. I liked almost all my teachers. They were always good to me. I think I was very lucky that way.

But high school was something else. I was always involved in activities surrounding school life. My best friends were made in high school and good times were had. I am very close to a number of teachers at the school. I think that's something special. I was close to both my teachers and classmates. In high school, I learned academically as well as socially--how to get along in life. I really value those years.

I was a cheerleader in high school for football and basketball for all five years. We really used to have fun at those games. I think that had a lot to do with how well I got to know both my teachers and fellow students. I felt very happy and proud in Grade 11 when we won a cheerleading championship in Winnipeg.

Another activity that sticks out is Outdoor Education. We were the first trial class in Lakewood to have it. We were a group of about 30. We went on camping (canoe) trips, snowshoeing, and hikes. By the end of the year, we were very close. We also had to spend two days and two nights alone by ourselves in the woods. It was on an island. It was a real experience.

Also in Grade 11, I went over to London, England, and Vienna. We had a fantastic time. It, too, was an experience I'll never forget. I really want to travel and see the world out there.

I was very proud when I graduated with all my friends last June. It was an extra special evening. I had mixed emotions--happiness for I was going on out in the world, a step forward to university--but very sad because I was leaving some of the best times of my life behind me.

C. PARENTS

I think that I have a very good relationship with my parents. I feel that I can talk over most anything with them. They have always backed me up in any things I have done throughout my life. We have definitely had disagreements and I have often been told what was the right thing for me to do. But I think that when we have not agreed on something, we've talked it over and have usually come to a common understanding, which I think is very important.

I really respect my parents in many ways and think very highly of them both. An important incident concerning them was this past spring. I was unsure about where I wanted to go to school. I was accepted in nursing at the Lakehead but was undecided if I wanted to go there. My parents left the decision up to me and sent the required amount of money into the university. (This was not to be returned if I decided not to go there.) They gave me a lot of support at this time when I was very confused. They did not pressure me into a definite decision. As it was, I decided that nursing was what I really wanted and if I gave it up for some general course, I was not being fair to myself and would be letting myself down. Now, I am really happy about my decision and I thank my parents for their support at this time.

D. SIBLINGS

My brother, sister, and I are fairly close; we get along quite well. We've been a lot of places together, done a lot of things together, and always had a pretty good time.

Gail and I have become very close in the last two years. We talk together about a lot of things in life--things important to us both. We used to fight like dogs but now get along super. We understand and respect each other now. Ian is five years younger than me. I think I sort of treat him like a little kid. I can't really see that he is growing up. We get along fine--fool around a lot.

E. FRIENDS

I have some very close and dear friends who mean an awful lot to me. I can be honest and open about things with them, and depend on them in times of difficulty--say when I'm depressed about something.

Saying goodbye to them this past fall was very hard--when we all went away to school. We wrote regularly, however, to keep in touch--just like old times. Then at Christmas when we all came home, it was the same old "buddies." We were just as close. I know we always will be.

We have done a lot of things together--school, pyjama parties, cheerleading, trips, camping and canoeing trips, parties, and "summers."

F. HOBBIES

- Sewing
- Talking

G. INTERESTS

All sports mostly, especially swimming and skiing. I also enjoy reading and listening to music; people--all kinds; camping and canoe trips; and travelling.

H. BOOKS

"Nurse Kelly"--a story about a nurse that I read in about Grade 5--made me decide that I wanted to be a nurse. My mind often goes back to that book.

I. IMPORTANT PEOPLE

My parents--They taught me right from wrong, helped me to form my own values in life, led me along the right path in life. They provided me with security and a loving home.

Teachers--They showed me the importance and fun of education, and educated me socially as well as academically.

Beth Robertson--She has been a wonderful friend. She has been open, considerate, listened in patience to me, and everything anyone could ever want in a friend. She has showed me how to love life and the people we meet during it.

My grandfather--He told me about his past. I respected him greatly for his life and all his adventures. He taught me a lot about life and people. He lived in hard times but always pulled through. He was a great man and he gave me a love for life.

J. CRITICAL INCIDENTS

Only one in my life--when I decided to go into nursing at the Lakehead. I feel I made a wise decision and am very happy with my decision. I felt I would be letting myself down and throwing away all my dreams in life, for I had always wanted to be a nurse.

K. SECURITY

Security for me is found with friends, my family, and people I admire or respect. People accepting me for what I am. Doing things _I_ like to do--for my own interest.

I feel anxious and nervous when I am in the company of those who I feel I have to impress. I would rather just be myself and not have to put on the front that I am someone I can't be or am not.

I feel happy and at peace with myself when I have done something well on my own; after I come out of a good church service; and after a good day at the hospital when I feel I have accomplished something (however small). I feel happy in the company of my family and my very close friends. I am at peace within myself when things are going along quite smoothly--when the ups and downs are small.

L. GOAL

When I was younger, I had a goal that I would become a wife and mother and raise a family. I thought about what I would be in about Grades 4 or 5--I always have wanted to be a nurse.

Today, my goal is to become a nurse (get my degree) and ultimately marry and raise a family. I also want to travel and see the world. I would like to explore many aspects of the profession of nursing--public health, pediatrics, hosptial work, teaching, and perhaps become a nurse practitioner.

I don't feel that anything is missing. I am satisfied with what I would like to do with my life.

M. THINGS I VALUE

I value life itself. It is a gift given to us and should be explored to its fullest. I believe I should experience all that I can and "strive to be happy." I value my friends and my family for who they are and the things they have shown me. I value all people who have taught me about the world around us. I value peace and hope that I am fortunate enough to always have it. I value love and hope and joy in my life. I value my imagination--I love to dream.

> Hold fast to dreams,
> For if you do not dream, life is like a
> Broken winged bird that cannot fly.

Autobiography of Bernice S.

I was born in Brandon, Manitoba, in 1955 and moved to Kenora three years later in 1958.

I attended Mount Carmel School for kindergarten; Evergreen School for Grades 1 and 2; Pinescrest School for Grades 3 to 5; King George VI School for Grade 6; Evergreen School for Grades 7 and 8; and Lakewood Secondary School for the following five years, graduating this year with my Grade 13 honour diploma.

I am an average student and have passed each year of school successfully.

I have always been interested in performing in school plays and musicals.

I have assisted the summer playground leaders in past years and have received awards for organizational activities. I enjoy working with other people and meeting new friends. To help someone solve a problem makes me feel rewarded. I like teaching people things they do not understand or already know, especially children, who I may help along to prepare for a good educational future. The first years, I feel, are the most important for a child, and every child needs close attention. I have helped my younger sisters with their school work, and enjoy doing so. I am the eldest of five girls in our family.

I have worked at the Safeway Store here as a cashier, meeting new faces daily. I have worked part-time while attending school, and full-time for two summers. I have been told many times that I have a very enjoyable personality.

Attending Lakewood Secondary School, I have been part of the choir since Grade 9, and performed in every musical activity, including performances out of town, as far as Ottawa. I have been in the school band for five years, playing lead flute. I have been secretary of the band's executive and treasurer the following year. I am presently at the Toronto Conservatory Grade 8 level in piano, but did not take my exam this year. I have my Grade 2 theory, and received a mark of 90% in it.

I know I would enjoy teaching elementary school, and feel my musical training would be beneficial.

I am interested in English and subjects pertaining to man (Man in Society; History of Culture). I do not enjoy math courses.

My Grade 13 school average is 61%.

I have several relatives in Brandon, including my grandfather, Simon R., whom I could life with, but would prefer living closer to the university, if accepted, and stay in residence.

Autobiography of Martin D.

Born January 8, 1955, in Kenora, Ontario. As a child I remember one distinct incident that happened to me. I was playing with a group of boys in a nearby millyard on some very large rocks, jumping from one to the other. It was rather dangerous since there were large gaps between the rocks, but we were having a good time, so I tried jumping from one of these rocks and misjudged. I had to grab onto this boulder to hoist myself. It seems as though there was a broken bottle on top of the boulder and I managed to slash my hand. I remember rushing home and then I was in the doctor's office getting stitches.

One time I was swinging on monkey bars in a friend's backyard and fell flat on my stomach, knocking the wind out of me.

We had moved from Lakeside to the north end of town. This was my first day at Central School. My mother had taken me to school and I was playing on the monkey bars, just before we were to go to our class, and I managed to fall flat on my stomach. I was a mess and greatly winded. My mother had to leave, so I had a friend show me the way to class. (What a way to start school!)

Starting in Grade 3, they would have a field day at school. Each year we would get out for a day and take part in a day of competition. I always looked forward to that day. They would have races and jumping events. The top competitors would go to the district championships. My first meet failed to produce anything, but I just couldn't wait till the next year. I won a second and third ribbon in our zone and a third in the district in our relay. That really was my start. Every year I would look forward to running and competing.

In my earlier days, I had a rivalry with two other boys who had beaten me in the past. Eventually, through the years, I managed to beat them one at a time. My second best victory was in Grade 7 when I finally beat my last big competitor in the 100 yard race. I had my pair of spikes for that meet. The motivation and confidence that came with those spikes made me run and compete like I'd never before. I really enjoyed myself and managed to win a trophy for my age.

The greatest thrill for me in Elementary School was winning the boy's track and field trophy. I was just right on that day. I couldn't have been more motivated. I set five records, winning six events and placing second in another. I had tied in points with another boy, but I had one more record than he.

In the beginning, my parents were hearing how I could run and so one year my mother and father came down to watch. It was a real lift and I knew I had to do well. They came to all the field days they could and gave me a purpose for running. My parents have been just great! They have allowed me to continue in track and field and have gone out of their way to see I get as much as I can. They have enabled me to go out and develop, taking me to meets from Winnipeg to Hamilton. They are always there encouraging me on.

I remember an indoor meet. In the lull before my race was to start, my father called out "Let's go Man." It was real stronger because I knew my competition was really good but I had an advantage over everyone else and I was more than confident when I went into the starting blocks. I ended up winning the race.

Before we moved from Lakeside, I had a large group of friends who I would chum around with. We'd have parties and always play together. When we moved, I had to start all over again. There weren't as many kids where I was so I had to make most of my friends at school. My first friendship was made on the first day at school. I wasn't feeling all that great and he came up to me and started talking with me and really cheered me up. After that, I slowly made new friends till we had a group who would always play tag during recess. When I went to high school, the group was split up. I made new friends, most of whom are involved in sports.

I have found interests in collecting coins, as well as doing paint by number sets. I found if I really enjoyed a certain painting, I would work and work at it until it was done.

Primarily, I'm interested in sports, namely, football (CFL), hockey (NHL), track and field, tennis, and badminton. I enjoy watching as well as competing.

Certain books (i.e., Animal Farm (Orwell, 1954), Red Badge of Courage (Crane, 1957), Tortilla Flat (Steinbeck, 1963), books which reflect life, real live people in realistic situations) seem to interest me most of all. I do enjoy a few science fiction books that show imagination. The Red Badge of Courage was a great book in telling what war is really like. It defied the propaganda of its time. Most movies show the glory behind war--no one dies, only the bad guys. Steven Leacock's (1948) Sunshine Sketches of a Little Town showed a lighter look at life, with the main ingredient being humour. This novel of short stories showed people as people really are. It causes you to laugh at others as well as yourself. Life at times can be too dull and unimaginative. These stories show the lighter side of life.

The important people in my life: On top of the list are my father and mother who have encouraged me to continue on in track. They have been unbelievable in aiding me get to competitions. Mr. Lloyd Warner, the Kenora Legion Sports Representative, has been the main driving force in getting me money to travel. He is like a part of our family. He encourages young athletes to excel in sports, without pressuring them into situations. Mr. Harvey Pearce, former president of Canadian Track and Field, and Winnipeg track club coach, has been instrumental in representing me and introducing me to Canadian Track Executives. Mr. and Mrs. Allan Neale, former teacher at Beaver Brae, helped coach our track club for half a year or so. Mrs. Neale was a former student from SFU and helped me in my decision to attend university. I can always go to them for advice. Fraser Gray and Doug Clark, executives from Sports Canada in Ontario, have provided an incentive to excel in track. They are responsible for sport organizational events (i.e., Canada Games, Ontario Games, Ontario Sports Banquet). Mr. Peter Hughes, father of track athletes of our track club, formerly of England, is a track buff who has the eloquence of a politician and has been a truly motivating force in his spur-of-the-moment pep talks. Mr. Hal Werner, SFU Track Coach, has been simply fantastic! He doesn't pressure his athletes--he gives his athletes freedom and yet maintains control over the whole team. He is a knowledgeable man who will go out of his way to help any one of his athletes.

One of the major turning points in my life would have to have been my first track meet I saw on TV. I told myself I wanted to be there some day. Then I went to my first meet outside of Kenora to Winnipeg, where I was overwhelmed to see that people actually train all year round for such events. I finished fourth in that race and decided that I was coming back some day. I knew from that race that I was competitive and that I was good enough.

The next turning point was when I won the Boy Athlete of the Kenora District Trophy. I had always dreamed of winning that trophy. The year before I told myself that I would win it. As it worked out, I did! That was my first big year, when I travelled far and wide to track meets outside Kenora--to Winnipeg and Toronto.

The next stage was the following year in Toronto when I placed third in the 100 m. I had smashed my knees up in the qualifying meet a week before. I was unsure of myself, but after that race I knew I could beat the two boys who beat me. In the years to follow, I did manage to beat the two boys who had beat me in that race.

High school track continued at a usual pace, eventually winning the All-Ontario. Then the major turning point came in my last year. We went to the Canada Games (1973) where I won the Canadian Juvenile Championships. It was my greatest feat, because of the pressure, prestige, and honour it all brought--winning the 100 m. plus anchoring the record-tieing relay team. I had worked a good number of years for such a meet. Here it was, proving all the work that had gone into it was worthwhile.

The next step came in my last Ontario High School Championships. I had had a great indoor season before this--making the Canadian Junior Team to Bermuda. Then I absolutely bombed out in the Ontario finals, placing sixth. I finally realized I had been somewhat overconfident, plus the fact I had changed my running style and that had not been perfected. So I decided to get down to business.

I had run a 10.5 sec. 100 m. two years previous. Since then, I could only manage a lot of 10.6 sec. times. I was getting older and I needed to get a good time if I could expect to get anywhere. The Canadian Junior Championship Ontario Trials proved a disaster and I banked everything I had on qualifying for the Canadian Seniors.

The next step came in Scarborough when I ran a convincing 10.5, beating a few tough competitors. I had regained my status. The race was my best ever and I knew I was right in there.

The next stage came a month later in Winnipeg--the Canadian Senior Championships--where I placed fifth in the 100 m. I was now in contention for the national team.

Presently, I'm waiting to see if I make the team to Mexico or Yugoslavia later this year. It's a long way off. (Subsequent to this autobiography, Martin has informed me that he has been selected to the Canadian National Team.)

I find security in a group of people I know, who have a common interest to mine.

I become anxious in preparing for an essay or exam and having everything ready to go; all that remains is to finish it off.

I become nervous and uneasy just before a big race. I don't know what will happen, with only a minor mistake making the difference between winning and losing.

I feel happy and at peace with myself when I have accomplished an exam, race, or plan that has worked out as it was supposed to--when everything falls into place and sorts everything out on its own.

When I was younger, I dreamed of being a doctor, helping people and enjoying myself at the same time. I was to grow up, get a good education, work real hard, make lots of money, and live a successful life as a doctor. Now, I'm not so sure. I hope to get into either physiotherapy or physical education, depending upon many factors. I hope to continue in track until I cannot handle it anymore. I'm looking for a secure job in society, doing whatever I can do best.

Of all things I have, I value my health. One cannot enjoy life if he is sick all the time. Life is too short to be lived in pain and/or misery. Health is something you make for yourself, depending on what the individual considers health. Each has his own standards and is only what you make it.

Personally, I have found my life filled with pleasant surprises, full of excitment, travelling and meeting people. I believe that if sports facilities, organizations, and coaching were upgraded, there would be a drop in many of our social problems. Too little time and money have been put towards sports in Canada. There is no true basis upon which Canadian sports are based. If the system were centralized and organized to spread out to the lesser areas of Canada, then things would be improved, both morally and socially. One can meet so many people through sports, but only a very few are able to experience such a situation. This should be changed and eventually will be if Canada is to succeed in any international events.

Appendix Q

Dr. William E. Blatz

A Tribute by Karl S. Bernhardt

Dr. William E. Blatz

A Tribute by Karl S. Bernhardt

Thousands of friends, not only in Psychology but in many other walks of life, were saddened to learn of the death of Dr. William E. Blatz on November the first, nineteen hundred and sixty-four. Dr. Blatz, a past president of the Canadian Psychological Association, was Professor Emeritus of Psychology and for over thirty years Director of the Institute of Child Study.

Dr. Blatz was the youngest of nine children in a Hamilton, Ontario, home where he developed a strong sense of family. He breezed through his Arts course at the University of Toronto, making many friends and having no difficulty with such trivia as examinations. His zeal for knowledge about man directed his energies into such activities as demonstrating in Physiology, becoming a member of the Hart House re-education research team and taking the course in Medicine at Toronto and a post-graduate course in Psychology for the Ph.D. at Chicago. With three degrees from Toronto and one from Chicago he was ready for worlds to conquer. Fortunately for Toronto and for Canada, Dr. E. A. Bott and Dr. C. M. Hincks were at the time planning a research centre for child development. So Dr. Blatz blithely turned his back on more tempting offers from the United States and jumped into the unknown possibilities of a Nursery School development and an Assistant Professorship at Toronto. This was in 1924. Within a few short years Dr. Blatz was Professor of Psychology and Director of St. George's School (later The Institute of Child Study.) From that day Dr. Blatz never looked back, nor was he tempted by many offers of greater opportunities to abandon the goal of a great Canadian centre of research and training in child development.

Dr. Blatz had a deep faith in goodness and justice. He believed that through training and education the potentialities in man for a happy and effective living could be developed. He was successful in attracting staff who poured their energies into the School, often with very little financial return but always with a zeal for ideas of the Director: the loyalty of his staff down through the years is a sincere tribute to the leadership of Dr. Blatz. Many generations of students have passed through the School and caught some of his vision and optimism for improvement in methods of child training in home, school and community.

Dr. Blatz wrote literally scores of articles, monographs and scientific journal articles, too numerous to list here. However, a list of books which helped make him known in many parts of the world outside Canada, follows:

Parents and the Pre-school Child (with Helen Bott)
Morrow, New York, 1930, Pp. xii + 340.

The Management of Young Children (with Helen Bott)
Morrow, New York, 1930, Pp. xii + 354.

Nursery Education: Theory and Practice (with Dorothy Millichamp and Margaret Fletcher) Morrow, New York, 1935, Pp. xv + 365.

Collected Studies on the Dionne Quintuplets (with N. Chant, M. Charles, M. Fletcher, N. Ford, A. Harris, J. MacArthur, M. Mason and D. Millichamp) Child Development Series, Nos. 11 to 16, University of Toronto Press, Toronto, 1937.

The Five Sisters: A Study of Child Psychology,
McClelland and Stewart, Toronto, 1938, Pp. 209.

Hostages to Peace: Parents and the Children of Democracy.
Morrow, New York, 1940, Pp. 208.

Understanding the Young Child,
Clarke Irwin, Toronto, 1944, Pp. 278.

Dr. Blatz's almost limitless energies were directed into many activities, all contributing to his main objective, to produce, through an understanding of child development and training, a better world. As Director of Windy Ridge School he soon put his ideas of educational methods to the test in kindergarten and primary grades. His work on the "Regal Road" project provided an opportunity for him to gather much data on development of the school age child. Juvenile and Family Courts claimed much of his time and talents and through the years he was able to inject something of his philosophy into the methods of dealing with the bewildered, confused and misdirected people who passed through the courts. Hundreds of parents benefitted from his clinical insight and helpful advice. He was able to provide the knowledge and direction necessary to change bitterness and conflict to hope and effective living. The famous Canadian quintuplets offered a challenge for both research and service which Dr. Blatz was prompt to accept.

During the second World War, Dr. Blatz put the facilities of his Institute at the disposal of the committee for British Overseas Children. He gave scores of lectures to Canadian Army Officers on morale both in Canada and overseas. But probably his greatest contribution at this time was the establishment of the Garrison Lane Nursery Training Centre in Birmingham, England. At Garrison Lane hundreds of British women were trained for the important tasks involved in looking after the thousands of young children evacuated from larger cities and others whose mothers were at work.

No account of Dr. Blatz's activities would be complete without mention of the multitude of people who have listened to his lectures and read his books and articles. For over thirty years both undergraduate and graduate students from various faculties and schools of the University of Toronto have gained new insight into child development and human behaviour from Professor Blatz. His reputation as one of the most interesting and stimulating lecturers in the University was well deserved. His influence on student thinking was not restricted to Toronto since he participated in summer school courses in a large number of other centres in Canada and the United States.

As a physician Dr. Blatz had his own extensive clinical work. Through the years he treated a great variety of psychological difficulties ranging from problems of child training to adult mental illnesses. This work gave width and depth to his understanding of human living, and through it he came to affirm the importance of childhood in the development of adult mental health. This led to his increased study of the ways and means by which children could be rightly cared for and guided to promote their future well-being. Dr. Blatz's philosophy of child training, of course, underwent changes. The changes were mainly in the nature of refinements, expansion, and clarification rather than in fundamental principles. His system had a definite emphasis on mental hygiene. It was progressive and democratic in that the evaluation of methods of training is based not on a standard of mere adjustment to the world as it is but rather in the contribution an individual can make to a better world in which the welfare of the individual is fundamental. The Blatzian concept of "security," has a solid foundation not only in knowledge of human nature but in a clear conception of what is good.

Dr. Blatz had a genius for disregarding the unimportant and cutting through language to the core of meaning. He was able to resist the slavery of terminology and jargon. This same characteristic was evident in his clinical work, where his ability to see in the confusion of behaviour symptoms the core of the difficulty amounted almost to magic. He saw so clearly what is important that he had difficulty in appreciating the slow process of meandering through the maze of relatively nonessential details which characterizes much of our present-day world.

A strong thread running through the complex genius that was Dr. Blatz was a warmth of feeling that coloured all his activities and relationships. He valued his friends, of whom he had legions. He was intensely loyal to these friends and they returned his loyalty.

One of Bill Blatz's most outstanding characteristics was that he usually gave much more than he got - a characteristic common to all who are truly great.

Obtained by the present investigator at the Institute of Child Study, Totonto, Ontario, Canada, June 1974.

Vita

of

Garnet William Millar

VITA

NAME:	Garnet William Millar
PLACE OF BIRTH:	Fort Frances, Ontario
YEAR OF BIRTH:	1943

POST-SECONDARY EDUCATION AND DEGREES:

Lakehead Teachers' College
Port Arthur, Ontario
Elementary School Teacher's Certificate
1962-1964

Lakehead University
Port Arthur, Ontario
1964-1969 B.A. (Psychology)

University of Toronto
Toronto, Ontario
1969-1971 M.Ed. (Applied Psychology and Special Education)

University of Alberta
Edmonton, Alberta
1973-1975 (Educational Psychology)

HONOURS AND AWARDS:

Fife Personality Award
Kenora-Keewaten District High School
1962

Strathcona Trust Committee Bursary
Lakehead Teachers' College
1964

Research Fellowship
University of Toronto (O.I.S.E.)
1970

Win Davies Memorial Scholarship
Ontario Public School Men Teachers' Federation
1973

Graduate Assistantship
University of Alberta
Teaching Assistantship
1973-1974

Intersession Graduate Assistantship
University of Alberta
Research
1974

Graduate Assistantship
University of Alberta
Teaching Assistantship
1974-1975

Counsellor Training Award
University of Alberta and Alberta Department of Education
1974

Intersession Assistantship
University of Alberta
Research
1975

RELATED WORK EXPERIENCE:

Elementary School Teacher
Kenora Board of Education
1964-1973

Research Assistant
University of Toronto (O.I.S.E.)
1970-1971

Lecturer, Summer Session
Haile Selassie I University
Addis Ababa, Ethiopia
1972

Psychologist, Part-Time
Edmonton Public School Board
1974

Educational Researcher
Alberta Department of Education
1974

Graduate Teaching Assistant
University of Alberta
1973-1975

Consulting Psychologist
Canadian Educational and Psychological Consultants, Ltd.
Edmonton, Alberta
1974-1975

PUBLICATIONS:

1. Journals

   (a) Comparative perceptions of the tasks or objectives of the elementary school by Canadian teachers and Ethiopian teachers. The Teachers College Journal (at publishers).

2. Books

   (a) SRM Manual for teachers. Selected resource materials manual for teachers: Description and evaluation. Special Education Services Branch, Alberta Department of Education, Queen's Printer, Edmonton, Alberta, October 1974 (with P. Camplin).

   (b) ACT Manual. Activities for classroom teaching: Primary school teacher's aid for remediating learning disabilities. Department of Educational Psychology, University of Alberta, Edmonton: Printing Services, University of Alberta, October 1974 (with T. Boniferro and H. W. Zingle).

3. Articles

   (a) Behavioral objectives. Corridor, 1972, 5, 9-10.

   (b) Teaching children--A potter moulding clay? Corridor, 1973

(February), *11*(4), 10-12.

(c) Dysteachia--New academic illness isolated. *News*. Ontario Public School Men Teachers' Federation, 1973, (3), 4.

(d) Educational building-blocks identified. *News*. Ontario Public School Men Teachers' Federation, 1973, (7), 5.

(e) Pygmalion Plus: Body language in the classroom. *The Educational Courier*, 1974, *44*(3), 28-30.

(f) Teacher accountability: A bill of rights for children. *News*. Ontario Public School Men Teachers' Federation, 1974 (September).

(g) Characteristics of effective teachers. *Educational Courier*, 1975, *45* (6), 30-33.